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ABSTRACT

This sourcebook of over 100 Texas middle-school programs was developed to help educators implement intermediate-grade education concepts and practices in their schools. The volume is a companion publication to "Spotlight on the Middle: Report of the Texas Task Force on Middle School Education." The introduction mentions two offices in the Texas Education Agency that serve as clearinghouses for program information for the state's schools. Programs are arranged alphabetically by name. Each entry contains the name; address; program contact telephone number; program description; a summary of its objectives, staff, and necessary training; and program evaluation methods. The Dropout Clearinghouse (1-88-828-7475) maintains a database of nearly 900 dropout prevention and recovery programs for all grade levels. The Clearinghouse of Promising Education Programs (1-800-248-4119) maintains a database of over 1,400 programs developed to assist students, teachers, and administrators. Also mentioned is an electronic bulletin board for middle-grade educators. Program concepts. Indexes list programs by school district, Education Service Center region, and descriptive subject terms. concepts. (MLH)

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Spotlight on the Middle

A SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

**Developed For The
Texas Task Force On
Middle School Education**

Texas Education Agency
Austin, Texas
September 1991

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INTRODUCTION

The *Source Book of Notable Texas Middle School Programs* was developed by the Texas Task Force on Middle School Education to help educators implement middle grade education concepts and practices in their schools. It provides information and contacts for more than 100 Texas programs for middle grade students. The *Source Book* is a companion publication to *Spotlight On the Middle: Report of the Texas Task Force on Middle School Education*, which is a policy tool that can be used to provide direction to leaders at all levels of the middle grade education reform movement.

The programs in the *Source Book* are arranged in alphabetical order by program name. Each includes the name, address, and telephone number of the program contact, a description of the program and summary of its objectives, staff, and training needed to implement the program, and program evaluation methods. Indexes at the back of the *Source Book* list programs by school district, Education Service Center region, and descriptive subject terms.

Two offices in the Texas Education Agency serve as clearinghouses for program information for Texas schools. The Dropout Information Clearinghouse maintains a database of nearly 900 dropout prevention and recovery programs for all grade levels. The telephone number of the Dropout Information Clearinghouse is 1-800-828-7475. The Clearinghouse of Promising Educational Programs maintains a database of more than 1,400 programs that have been developed to help students, teachers, and administrators become better at what they do. The telephone number of the Clearinghouse of Promising Educational Programs is 1-800-248-4119.

An electronic bulletin board for middle grade educators is available on the Texas Education Agency TENET telecommunications system. The bulletin board is a communications tool containing announcements and news and providing all of those interested in the education of early adolescents with an enhanced ability to send and receive messages across the state. For information about the electronic bulletin board for middle grade educators, contact the Policy Research Clearinghouse at 512-475-3527. ✦

GLOSSARY OF MIDDLE SCHOOL PROGRAM CONCEPTS

Academic Teaching Team: A group of teachers in the *core curriculum* areas that shares responsibility for planning, instructing, and evaluating a common group of students. Academic teaming is a method of organizing teachers and students on large campuses into relatively small *schools-within-schools* for teaching and learning. The teachers on the team share a common planning period in which lesson plans, issues of instruction, curricular goals, and student learning are addressed. Team teaching may or may not be an instructional practice used by the teachers on an academic team. The teachers on the team may assume different organizational roles. Team leaders may be involved in *campus governance committees.*

Advisory Program: A program that promotes successful academic habits, interpersonal relations, self-esteem, and healthy lifestyles among students in the middle grades. Teachers and other staff serve as advisors to small groups of students. Advisors, trained in such areas as interpersonal relations, decision making, and study skills, do not engage in formal counseling and guidance. Advisory programs are based on two premises: that there should be time during the school day for students to talk to teachers outside the direct context of an academic field of study; and that every child in the school must be well-known by a concerned adult.

Campus-Level Governance Teams: A campus committee composed of the principal, representatives of the faculty and support staff, parents, and community members that meets to establish campus-level academic performance objectives, review progress toward those objectives, and address other issues of importance.

Community Service Coordinating Councils: A community-wide planning body composed of teachers, principals, school board members, business and community leaders, community agencies, and service providers. Councils assess the educational, social, and physical needs of young people, examine systems for addressing those needs, and recommend appropriate changes in service delivery.

Cooperative Learning: An instructional method by which students are grouped into small *heterogeneous* cooperating teams to consider material initially presented by the teacher or make inferences on their own. This instructional practice encourages students to take responsibility for their own and their teammates' learning. Cooperative learning strategies are numerous and varied. In many of these, student recognition or rewards are often based on the learning of all team members, with the quality of work done by the various cooperating teams assessed through inter-team competition.

Core Curriculum: A curriculum of common requirements for all students in basic subject areas. The subjects taught within the core curriculum often include English, mathematics, science, and social studies. Designed so that each student will develop a broad background of knowledge and *critical thinking* and communication skills, the core curriculum emphasizes the major ideas and themes of each discipline.

Critical Thinking: The thoughtful application of knowledge and skills to problems that proceeds from the ability to evaluate information, generate insights, and come to objective conclusions through consideration of pertinent facts and use of valid procedures of logic.

GLOSSARY OF MIDDLE SCHOOL PROGRAM CONCEPTS

Enrichment: Supplementary instructional materials, activities, or programs that provide learning opportunities outside the normal educational content of a course of study.

Grouping, Heterogeneous: A method of classroom organization in which students with a broad range of abilities, interests, achievement levels, and backgrounds are brought together for formal learning experiences. Within heterogeneous groups, students can be flexibly organized into smaller groups for specific instruction. These smaller groups, however, are temporary and are not based upon prior test scores or academic performance.

Grouping, Homogeneous: A method of classroom organization in which students are separated into narrowly defined groups based upon prior test scores or academic performance.

Interdisciplinary Instruction: Teaching by themes or activities that cross disciplinary boundaries or teaching for *critical thinking* without limitations on the area of study. Most frequently, interdisciplinary instruction involves bringing ideas, concepts, and/or facts from one subject area to bear on issues or problems raised in another.

Portfolios: A collection of a student's significant classroom work and achievements that is used to assess past accomplishments and future potential. Portfolios can include both rough drafts and finished work in a variety of media and can contain materials from several courses over a period of time. In one method of portfolio assessment, the teacher or *academic team* confers and collaborates with the student on the portfolio, reviewing its contents, adding to it, selecting from it, and choosing a best work for review.

Scheduling, Block: An extended instructional period in which two or more consecutive class periods are combined. Block scheduling provides teachers with opportunities to sustain instruction and provides students with opportunities to explore topics in depth. Teachers on an *academic team* can combine block scheduling with *interdisciplinary instruction* to provide opportunities to develop and explore a number of facets of a given topic over an extended period of time.

Scheduling, Flexible: An instructional practice in which a subject is taught for varying lengths of time from one day to the next. Teachers on an *academic team* can combine block and flexible schedules to provide individuals and groups of students with opportunities to meet for the length of time needed to explore topics in depth or pursue a given lesson to a logical conclusion.

School-Based Health Clinics: Health clinics located on school grounds that emphasize preventive care, counseling, and referral to community health and social service agencies.

School Health Advisory Teams: A team consisting of the *school health coordinator*, nurse, guidance counselors, food service personnel, and other appropriate support staff that advises the principal and *campus-level governance team* on matters related to the health needs and concerns of the student population.

GLOSSARY OF MIDDLE SCHOOL PROGRAM CONCEPTS

School Health Coordinators: The school nurse or other appropriate staff member. Principal tasks include providing limited medical screening and first aid, referring students to health clinics and other community agencies, following up on student referrals, and coordinating health education in the school and health-related activities with teachers, guidance counselors, food service personnel and other staff.

School-Linked Health Clinics: Health clinics that coordinate services with school services but are not necessarily located on school campuses.

Schools-Within-a-School: Division of a school's student body and teaching staff into a number of administratively distinct units or "houses" within the same campus. Each of these units may have its own physical area and support staff. This arrangement can facilitate *interdisciplinary instruction* in *core curriculum* by teachers on an *academic team.* The student body within each unit reflects the mix of ethnicity, socioeconomic status, maturity levels, and intellectual abilities of the campus at large.

Tutoring, Cross-Age: An instructional practice in which older students assist with the instruction of younger students. Common configurations include middle grade students tutoring elementary school students or high school students tutoring middle grade students.

Tutoring, Peer: An instructional practice in which students assist with the instruction of other students of the same or similar age needing supplemental instruction.

Youth Service: Student volunteer activities, sometimes tied to school curriculum, involving work in senior citizen centers, nursing homes, community agencies, child care centers, or parks and recreation facilities for the purpose of improving the community or enhancing the environment. ✦

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Academic Incentive Program
Contact: Victoria Baldwin
Campus: Fulmore Middle School
Address: 201 East Mary Street
City, State Zip: Austin, Texas 78704
Phone: 512-442-6411
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 30, 6-8 grade
Funding Sources: Local
Budget Amount: $300
Staff Required: 3 teachers, 1 counselor, 1 administrator

Program Objective: To reduce student dropout rate. To provide an alternative educational setting for students that have been retained one or more times, or who are significantly deficient in the areas of reading and/or mathematics. To provide intensive instruction and remediation that will allow for rapid progress in language arts, reading, and mathematics.

Program Description: Academic Incentive Program (A.I.P.) students are enrolled in two periods each of language arts, reading, and mathematics. Assessment of each student's abilities and skills enables the respective teacher to plan and teach accordingly. Although some remediation is needed initially, most students begin working from grade level texts once the factor of absenteeism is eliminated. At this point, teachers begin to introduce science and social studies skills. Crucial to the success of this program is the fact that the teachers have a common conference period. They meet every week with the administrator and counselor, constantly re-evaluating, re-structuring, and identifying evolving problems and possible solutions. Additionally, our CIS (Communities In School) program, which is a dropout prevention program, works very closely with our A.I.P. students and their parents. They provide aid in the areas of tutoring, job application processing, family counseling, and referrals to appropriate agencies.

Evaluation Process and Results: Evaluation of the program looks at the percentage of A.I.P. students promoted one or two grade levels. 63% successfully completed A.I.P., 20% did not successfully complete A.I.P., and 17% moved outside Fulmore's attendance area. Advancement was made by each student in areas of mathematics and reading as measured by ITBS, Computer Curriculum Corporation (CCC) Program, and teacher-made tests. Growth in specific academic skill areas, as measured by ITBS, range from 5 months to 3 years, with most of the students averaging a 1-year progress.

Training Needed for Teachers, Administrators, and Staff: In addition to being masters of their own academic fields, A.I.P. teachers have a genuine desire to teach in an alternative educational setting and to develop and use individualized, multi-level instruction. To insure consistency within the program, one administrator and one counselor act as support staff for A.I.P. students and teachers. We use the 1990 handbook entitled A.I.P. Guidelines and Activities, which covers thirteen areas of the program.

Descriptors: Team Planning, Academic Support Programs, Tutorial Programs, Communities in School, Middle/Jr. School (At-Risk)

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Academic Teaming
Contact: Steve Green
Campus: Thomas J. Rusk Middle School
Address: 411 North Mound
City, State Zip: Nacogdoches, Texas 75963
Phone: 409-564-8774
District Name: Nacogdoches ISD
ESC Region: 07
Date Program Began: 1978
Number Served: 850, 7-8 grade
Funding Sources: State and local funds
Budget Amount: N/A
Staff Required: All teachers in language arts, science, social studies, and mathematics

Program Objective: To create small committees within the school so teachers can get to know individual students and help serve the students' individual needs academically, socially, and emotionally.

Program Description: Four to five academic teachers (two language arts, one social studies, and one mathematics) work together as an academic team with a core group of students. Seven teams work with approximately 130-140 students in each team. Each team tries to be as autonomous as possible, with much of the decisions made by the teachers within that team.

Evaluation Process and Results: TEAMS and TAAS scores have consistently been higher compared to the district. Teacher morale has also been higher since the implementation of the block teaming system at Rusk Middle School.

Training Needed for Teachers, Administrators, and Staff: Trained in middle school philosophy and group dynamics to implement block scheduling.

Descriptors: Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

Program Name: Academic Teaming
Contact: Beverly Pantuso
Campus: William Hobby Middle School
Address: 11843 Vance Jackson
City, State Zip: San Antonio, Texas 78230
Phone: 512-690-6300
District Name: Northside ISD
ESC Region: 20
Date Program Began: 1989
Number Served: 450, 6 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 17 academic teachers

Program Objective: To make the transition from elementary to middle school as smooth as possible. To create a school-within-a-school where each child has a sense of belonging. To improve instruction and student services through academic teaming. To establish a stable environment through consistency in routine, use of assignment spiral, and uniform set of expectations.

Program Description: An academic team consists of five academic teachers, one of whom is the team leader. The team is bound together by the common goal to create a stable environment for the student. Team meetings are held twice weekly for the purpose of planning and evaluating progress. Parents, students, counselors, administration, elective teachers, and special support personnel are included in these meetings as needed. To strengthen the bond between students and teachers, team assemblies are held each six weeks to recognize special achievements of team members. At these assemblies drawings are held to give prizes for students who have earned good citizenship stars. Perfect attendance and academic excellence are also recognized.

Evaluation Process and Results: The evaluation of this program is ongoing. We will know the degree of success in reduction of failures at the end of this school year. Parental responses have been extremely positive. Teacher response has been favorable.

Training Needed for Teachers, Administrators, and Staff: Inservice training during the summer months and off-campus visitations. The lead teacher for each of the three teams was sent to campuses where the academic teaming was already considered a proven success. The lead teachers brought back essential information and shared it with the remaining team members. Any further training was on campus classroom instruction learned through sharing ideas and successes.

Descriptors: Team Teaching, Team Planning, Student Recognition, School-Within-a-School, Flexible Scheduling

Program Name: Academic Teaming
Contact: Alan Veach
Campus: Chisholm Trail Middle School
Address: 500 Oakridge
City, State Zip: Round Rock, Texas 78681
Phone: 512-255-7866
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 1235, 6-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 15 teachers

Program Objective: To provide a smaller, more manageable learning environment. To enhance the nurturing of students. To prevent the anonymity of students. To allow immediate reaction to student problems, social or academic. To assure the student's successful transition from childhood to early adulthood. To assure better use of staff.

Program Description: Chisholm Trail Middle School is divided into academic teams for each grade level, providing smaller learning environments and a positive and supportive instructional climate. Each set of approximately 140 students has the same four or five teachers who share a common planning period and conduct classes in the same general area of the building. Team teachers meet two or three times a week to update and implement strategies, content, and student assessment as they pool their resources, interests, expertise, and knowledge. They jointly take responsibility for meeting a significant part of the instructional needs of a common group of students. Teaming enables the teachers to focus on individual student problems and enhances shared academic planning for cross-curricular integration. Smaller learning environments are conducive to the nurturing of students. Each team uses its autonomy to manipulate blocks of time for special projects, to carefully coordinate the curriculum, and to change schedules when the change benefits the student. Each team publishes and follows a tutoring schedule. Team teachers share an interest in the total academic program in that their students are involved and recognize students of the month, posting this recognition on a school bulletin board.

Evaluation Process and Results: A positive effect on student behavior, self-concept, and achievement is a result of academic teaming. Teaming eases the transition process from one school to another. Feelings of isolation for both students and teachers are relieved, contributing to a positive school environment. Assessment of students has been streamlined and referral to counselors for resource testing or crisis intervention is a speedier process. The number of students failing a class has been reduced from 6% to less than 1% in four years. The number of students failing a grade level has been reduced from 4% to less than 1% in four years. The number of referrals has been reduced by 50%.

Training Needed for Teachers, Administrators, and Staff: Local staff development and visitation to other districts.

Descriptors: Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Academic Teaming Concept
Contact: Hector Hernandez
Campus: Perkins Intermediate School
Address: 4750 Austin Road
City, State Zip: Brownsville, Texas 78521
Phone: 512-831-8770
District Name: Brownsville ISD
ESC Region: 01
Date Program Began: 1989
Number Served: 1100, 7-8 grade
Funding Sources: No funding modifications
Budget Amount: None
Staff Required: None

Program Objective: Through academic teaming, Perkins Intermediate will (1) meet the individual needs of each and every student, (2) strengthen students' organizational skills, (3) increase students' responsibility for their academic performance and behavior, and (4) keep parents abreast of student progress.

Program Description: There are currently eight teams made up of teachers in the areas of reading, English, mathematics, social studies, and science. All students belong to a team. The teachers have a common planning period and a common group of students. Teaming permits the correlation of subject matter content and concepts through planned repetition and reinforcement. An advisory period is included in the daily curriculum and is academic in nature. It allows students to attend tutorials and enrichment activities, reteach/retest, and engage in sustained silent reading sessions.

Evaluation Process and Results: At present our only method of evaluation is through teacher recommendation. Our parental involvement has increased and our failure rate is down to 10%. Teachers feel they have a better vision for student achievement.

Training Needed for Teachers, Administrators, and Staff: Teachers visited a well-known school in the Houston Alief School District. Inservicing is needed on interdisciplinary teaming for the entire staff. On-site visits to schools operating the academic teaming concept are highly recommended.

Descriptors: Team Teaching, Team Planning, Advisor/Advisee, School-Within-a-School, Flexible Scheduling

Program Name:	Academy
Contact:	Ken Blystone
Campus:	Desert View Middle School
Address:	3012 Killarney
City, State Zip:	El Paso, Texas 79925
Phone:	915-594-1026
District Name:	Ysleta ISD
ESC Region:	19
Date Program Began:	N/A
Number Served:	692, 6-8 grade
Funding Sources:	N/A
Budget Amount:	N/A
Staff Required:	1 teacher

Program Objective: To increase communication and understanding of telecommunications through an electronic bulletin board service.

Program Description: The computer literacy teacher at Desert View Middle School serves as the system operator of an electronic bulletin board called the Academy. Students can log onto the Academy bulletin board to read and write both public and private electronic mail, exchange information through a wide variety of public forums, search databases for information, engage in social interaction through interactive on-line chats, read lessons, and take tests. The free electronic service operates out of the teacher's home and is available 24 hours a day.

Evaluation Process and Results: In 25 months more than 41,800 calls have been logged onto the bulletin board system. Users include students at all grade levels and college, teachers and college professors, school administrators, parents, and community members.

Training Needed for Teachers, Administrators, and Staff: Teacher must be familiar with telecommunications.

Descriptors: Computer Instruction (use of)

Program Name: Advisor/Advisee - Buc Time
Contact: Sally Escobar, Barbara Dodd
Campus: Wynn Seale Middle School
Address: 1707 Ayers
City, State Zip: Corpus Christi, Texas 78403
Phone: 512-886-9359
District Name: Corpus Christi ISD
ESC Region: 02
Date Program Began: 1989
Number Served: 850, 6-8 grade
Funding Sources: Local
Budget Amount: Inservice cost
Staff Required: Regular staff

Program Objective: To provide every student in the school with at least one adult who has a special concern for the student as an individual. To meet the special needs of the middle school student. To provide students a format for exchanging and expressing ideas and feelings. To provide a forum for students to develop leadership skills. To develop positive interpersonal relationship skills. To develop study skills, test-taking skills, and organizing skills.

Program Description: Students are assigned to an advisor group at the beginning of school or when they enter school for the first time. The A/A period is the first class meeting for students on Monday, Tuesday, and Wednesday. The A/A faculty council determines activities for the monthly calendar and publishes the calendar for staff and students. Materials to meet A/A needs are developed by the counseling staff and picked up by staff before the A/A period.

Evaluation Process and Results: Results are generally favorable from staff and students. We have great improvement yet to make. Teachers and staff have to become more accustomed to the ungraded, personal nature of the A/A activities.

Training Needed for Teachers, Administrators, and Staff: Staff must be thoroughly trained. Information provided on philosophy and purpose of A/A. Staff trained on strategies and activities for A/A period. Staff provided materials to use and instruction given on how to develop own materials.

Descriptors: Advisor/Advisee, Counseling

Program Name:	Advisory Program
Contact:	Alan M. Veach
Campus:	Chisholm Trail Middle School
Address:	500 Oakridge
City, State Zip:	Round Rock, Texas 78681
Phone:	512-255-7866
District Name:	Round Rock ISD
ESC Region:	13
Date Program Began:	1986
Number Served:	1235, 6-8 grade
Funding Sources:	None
Budget Amount:	None
Staff Required:	Regular teachers

Program Objective: To promote good citizenship and give students a voice in school policies. To nurture students. To provide tutoring for students.

Program Description: Advisory classes provide teachers an opportunity to develop a more personal relationship with a small group of students assigned to them each year and to counsel and nurture them. Students have an opportunity to influence classes and school policies. Advisory classes are scheduled to meet for thirty minutes each morning at the beginning of the school day. Each advisory class elects one representative and one alternate who meet with the principal to discuss student problems. Each Monday, the advisory period is devoted to a special script designed to involve students in cooperative learning activities addressing topics such as study skills, citizenship, interpersonal relationships, school policies, personnel, and expectations. Scripts to be used are chosen by a teacher-student committee. At the beginning of the year, scripts focus on the school handbook and provide students with a thorough understanding of school rules and policies. Other scripts provide academic, personal, and social guidance. Scripts encourage students to be good citizens, and they help build the sense of being a team. Tuesday, Wednesday, and Thursday advisory periods are reserved for tutoring and/or study and completion of assignments. Friday advisory is used for meetings of student clubs and organizations. Academic teams may also use the Friday advisory to incorporate activities such as arts, crafts, and games.

Evaluation Process and Results: Scripts used at the beginning of the year and based on the student handbook have nearly eliminated problems associated with students entering sixth grade.

Training Needed for Teachers, Administrators, and Staff: Campus staff development.

Descriptors: Cooperative Learning, Study Skills, Tutorial Programs, Advisor/Advisee, Citizenship, Decision-Making Skills

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SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: ARK Project
Contact: Vivian Eads
Campus: University Middle School
Address: P. O. Box 27
City, State Zip: Waco, Texas 76703-0027
Phone: 817-752-8341
District Name: Waco ISD
ESC Region: 12
Date Program Began: 1990
Number Served: 60, 7-8 grade, 20 students and 20 teachers/administrators attend camp
Funding Sources: Cooper Foundation
Budget Amount: $3,100: ISD pays 1/2 cost of summer camp; $23,600: Baylor; $60,893: Cooper Foundation
Staff Required: 1-2 teachers

Program Objective: To build self-esteem in middle school-aged students who have been identified as being at risk of educational failure. To increase instructional effectiveness in any content area through the use of theatre arts and basic skills as alternative teaching strategies.

Program Description: The ARK Project is an alternative education project administered by the Department of Theatre Arts at Baylor University. The project serves middle school students for one week. It is conducted at a host school for up to 30 at-risk students. Students may be referred to the project by school faculty and staff on the basis of attendance, discipline problems, lack of motivation, or poor academic performance. Four teachers from the areas of science, history, mathematics and English language arts within the school form a teaching team that assists the project director in an interdisciplinary approach to the development of a short, theme-centered play. Special sessions incorporate the involvement of the principal, assistant principal, nurse and counselors of the host school. Students spend five periods a day through the week in the ARK classroom. They attend physical education and elective classes with the school's other students. The teaching team facilitates student participation in the project's instructional units, such as script development, play production, and rehearsal. Schedules within the five-period block are flexible and allow for cooperative learning, hands-on learning experiences, peer tutoring and enrichment activities. The week culminates in the performance(s) of the play and a post-performance wrap-up session with participants and audience. An on-site session is followed by a series of three monitoring sessions scheduled throughout the year. The ARK Project is extended through participation in a summer week-long residency workshop on the Baylor University campus for middle grade students and teachers.

Evaluation Process and Results: The response to date has been excellent. Both students and teachers have expressed positive feedback on the program.

Training Needed for Teachers, Administrators, and Staff: Inservice.

Descriptors: University-School Partnerships, Alternative Education Middle School Programs, Middle/Jr. School (At-Risk)

Program Name: At-Risk Program
Contact: Alan M. Veach
Campus: Chisholm Trail Middle School
Address: 500 Oakridge
City, State Zip: Round Rock, Texas 78681
Phone: 512-255-7866
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 200, 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: Regular staff

Program Objective: To encourage the identified at-risk student to achieve success. To prevent the at-risk student from becoming a dropout.

Program Description: Team counseling, peer and teacher tutoring, content mastery, a student assistance program, an adopt-a-student program, a part-time crisis counselor, and a Junior Achievement program comprise the major components of Chisholm Trail Middle School's At-Risk Program. At-risk students are informally identified by staff members, then recommended for participation in appropriate portions of the program and monitored by the staff. This allows the at-risk program to be flexible and individualized. Team counseling consists of the academic team teachers analyzing the needs of individual at-risk students and selecting the most appropriate portions of the program to meet those needs. Generally, the team teachers request input from elective teachers and meet with the student to apprise them of the teachers' perceptions of their problem. Team teachers follow up with individual counseling. Peer and teacher tutoring consists of individual assistance in specific subject areas, usually available on an as-needed basis during advisory class. The content mastery program provides individualized teaching for at-risk students. Students remain in the regular classroom for whole-group instruction and then have the option of remaining in the classroom or going to content mastery for individual help to complete assignments. Students are also tutored for test reviews and tested in alternative ways, such as having a test read to them. The student assistance program is in its infancy. Basically, it consists of training staff members to develop appropriate response procedures to use in confrontations with students, diffusing the situations and placing the onus of solving the problems upon the students, helping them identify the causes of their inappropriate actions and accepting responsibility for solving their problems and implementing appropriate responses. The adopt-a-student portion of the program involves caring adults acting as mentors for at-risk students. The adults urge the students to achieve success and convey to them personal concern about their success. The Junior Achievement program consists of having the support counselor and a professional from a local business working with a group of students to model success and show them ways that they can attain success in the real business world. The business person and the counselor work with these students once a week, sharing with them success stories of people who were burdened with numerous problems similar to those of the student.

Evaluation Process and Results: A decrease in students failing courses. A decrease in students failing a grade level.

Training Needed for Teachers, Administrators, and Staff: Local staff development.

Descriptors: Content Mastery, Cooperative Learning, Team Teaching, Tutorial Programs, Peer Tutoring, Mentorships, Decision-Making Skills

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Author Visits - Reaching Every Student
Contact: Cathe Reeves
Campus: Washington Junior High School
Address: 507 Avenue K
City, State Zip: Conroe, Texas 77301
Phone: 409-756-3023
District Name: Conroe ISD
ESC Region: 06
Date Program Began: N/A
Number Served: N/A
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Visiting authors

Program Objective: To create a schoolwide atmosphere of creativity, imagination, exploration, and learning by preparing for a visit by an author and an illustrator through a study of their books, related themes, and topics.

Program Description: This is a visiting author program that involves the entire school. The library displays cultural memorabilia. Language arts classes write poetry, short stories, essays, journals, diaries, letters, and create posters, family histories, or other creative projects based on the book or related themes. History classes participate in ethnic origins projects investigating family heritage. Reading improvement classes participate in a Reading for Books program where students are awarded copies of the visiting author's books for reading a number of books specified in a contract with the teacher. The choir sings songs based on the theme of the book. Speech and art classes participate by building scenery or creating bulletin boards. The PTA provides luncheons for guests and staff featuring ethnic food related to the topic theme. The author's presentation points out the research necessary for writing and illustrating a book, steps in publication, and discusses the time and dedication required.

Evaluation Process and Results: The most exceptional aspect of the program has been the student involvement. More than 200 students earned books through one of the reading incentive programs. The authors are visibly impressed by the enthusiastic reception and the knowledge the students have about their writings.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Reading Skills

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Best Learning Time
Contact: Jo Shaw Kiley
Campus: District program
Address: 3210 West Lancaster Ave.
City, State Zip: Fort Worth, Texas 76107-3010
Phone: 817-336-8311
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: 1987
Number Served: Middle grade
Funding Sources: Local monies
Budget Amount: N/A
Staff Required: Presenters from ISD, community agencies, institutions of higher education

Program Objective: To increase understanding among teachers, administrators, and parents about the components of effective middle schools. To provide educators with ongoing professional training pertinent to the needs of early adolescents. To stress the accountability of all middle grade educators and staff for implementation of middle grade education. To enable schools to more effectively carry out their short- and long-range plans for implementing and improving the total middle level education concept. To emphasize the importance of guidance and counseling in the daily implementation of the curricular and extracurricular programs.

Program Description: Each year Fort Worth ISD holds a one-day conference on educating the middle grade child called BLT: Best Learning Time. The conference, which is part of the district's inservice training program, provides training in middle grade developmental issues, instructional strategies, and programs for teachers, counselors, administrators and parents. The majority of the presenters come from the Fort Worth ISD, local community agencies, and institutions of higher education. National speakers are invited for the keynote address, in-depth presentations, and parent and community workshops. Teachers and administrators from other Texas districts are also invited for presentations on topics of special interest.

Evaluation Process and Results: N/A

Training Needed for Teachers, Administrators, and Staff: Inservice

Descriptors: Staff Development/Inservice Training

Program Name: Bleyl Plan
Contact: Sue McGown
Campus: Bleyl Junior High
Address: 10800 Mills Road
City, State Zip: Houston, Texas 77070
Phone: 713-897-4340
District Name: Cypress-Fairbanks ISD
ESC Region: 04
Date Program Began: 1987
Number Served: 1254, 6-8 grade
Funding Sources: Fund raising sources, school board instructional budget
Budget Amount: $25,000
Staff Required: All teachers and adminsistrators

Program Objective: To empower people to make decisions, both structural and academic, that affect Bleyl Junior High School.

Program Description: The success of the Bleyl Junior High students is directly dependent on the unique empowerment of academic teams. Support for the empowerment of teachers begins with the principal, who provides and articulates the vision and the mission statement. He focuses the implementation of a six-year thinking skills program, the Bleyl Plan. Teachers take part in decisions concerning discipline and classroom management. Just as teachers are empowered to make instructional choices, they empower their students to develop classroom rules by which all members can abide. Bleyl Junior High is based upon involvement of people and open communication. New instructional structures have evolved from the needs of the community. The School-Site Council, composed of three parents, three faculty members, one support staff, the principal and the director of instruction, makes all decisions, fiscal and structural, to implement the Bleyl Plan. The principal and director of instruction are non-voting members. The Advisory Council formulates plans for the twenty-five minute advisory class that enables a large school to subdivide into team units. The Revision and Implementation Committee, spearheaded by the work of Dr. Richard Paul, assures that the Bleyl Plan is continually alive, growing, and changing. The Presentation Committee presents workshops and lectures to model and articulate the energy of the plan. The Grant Procurement Committee seeks to write needed grants for the procurement of funds to enhance the Bleyl Plan. Instructional decisions are empowered to the grade level teams, and the quality of instruction flows from collaboration among team members. All teams function under the umbrella of the thinking skill approach.

Evaluation Process and Results: The evaluation process for this program includes turnover of staff, committee structures designed for decision making, number of staff participating in staff development and number of staff participating in retreat.

Training Needed for Teachers, Administrators, and Staff: J Curve, Outcome Based Instruction, Reteaching Enrichment, Team/collaboration, Quality of Engagement, Cooperative Learning, Thinking Skills Theory, Nature of Thinking, Quality Schools Concept.

Descriptors: Team Teaching, Team Planning, Flexible Scheduling, School-Within-a-School, Parental Involvement Programs, Participatory Decision Making (Site Based Management), Higher Level Thinking Skills, Advisor/Advisee, Campus Improvement Planning

Program Name: C.A.P.E.R.S. - Counselors and Parents Engaging in Responsible Strategies
Contact: Linda Sheehan
Campus: E. A. Olle Middle School
Address: 9200 Boone Road
City, State Zip: Houston, Texas 77099
Phone: 713-983-8455
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1986
Number Served: N/A
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 4 administrators and 3 counselors

Program Objective: To communicate verbally to the parents what Olle's goals are. To communicate specific orientation information about Olle. To give basic guidelines for communicating better with school administrators and teachers. To make the parents aware of their important role in the child's total development. To solicit the parents' help in the overall process of making the child responsible. To solicit direct feedback concerning special needs.

Program Description: The program reaches out to all parents of Olle Middle School. Staff make contact with each apartment manager in the school attendance zone at least 4-6 weeks prior to the scheduled meeting. Upon receipt of first response from managers, arrange a meeting (approximately 30 minutes) to discuss what is necessary and what is to be accomplished at the meeting. Identify specific responsibilities of each participant (managers, counselors, parents, others). Place flyers and other forms of advertising in all of the appropriate places, including door-to-door delivery. Call students who live in designated complex to a short meeting during the advisory period to discuss the parent meeting at their complex. On the day before the actual meeting, call for verification. Have parents sign the attendance sheet for future communication.

Evaluation Process and Results: Parents are encouraged to contact the counselor or administrator for specific concerns. After the initial meetings, parents seem to feel very comfortable calling or coming to school for whatever reason. They feel that they "know someone" at the school. Parent attendance at other school activities seems to increase and overall communication improves.

Training Needed for Teachers, Administrators, and Staff: No extra skills are required for this. Counselors are facilitators with administrative support.

Descriptors: Parental Involvement Programs, Community Involvement, Orientation Programs

Program Name:	Campus Leadership Team
Contact:	Marie Bell
Campus:	Spring Woods Junior High School
Address:	9810 Neuens
City, State Zip:	Houston, Texas 77080
Phone:	713-468-5434
District Name:	Spring Branch ISD
ESC Region:	04
Date Program Began:	1989
Number Served:	1070, 6-8 grade
Funding Sources:	Campus improvement fund, regular budget
Budget Amount:	N/A
Staff Required:	6 teachers, 2 administrators

Program Objective: To develop and nurture the campus-based decision making process.

Program Description: The Campus Leadership Team is composed of six faculty members, the assistant principal and the principal. The team meets daily in a designated planning period. It addresses such issues as the implementation of new programs on campus, relations with the community, and special situations that may arise. As a goal, each member of the team has selected a part of the campus plan to implement. Each member maintains daily contact with other faculty members to be aware of the opinions and wishes of the group as a whole.

Evaluation Process and Results: The teachers feel they have more control over how policies are developed and implemented in the school.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Collegial Planning, Participatory Decision Making (Site Based Management)

Program Name: Cheerleading
Contact: Cecil Floyd
Campus: McCulloch Middle School
Address: 3520 Normandy Dr.
City, State Zip: Dallas, Texas 75205
Phone: 214-521-0786
District Name: Highland Park ISD
ESC Region: 10
Date Program Began: 1987
Number Served: 130, 8 grade
Funding Sources: Paid by students (aid available through activity fund)
Budget Amount: Stipends to sponsors
Staff Required: 2 sponsors

Program Objective: To eliminate unnecessary popularity contests and provide each child with an opportunity to experience being a cheerleader. To develop leadership and enhance social development, eliminate cliques and foster friendship within the larger group context.

Program Description: Any eighth grader (so far only girls have participated) can be a part of a spirit organization. They cheer in squads of about 12-16 students. Each squad has the opportunity to cheer at both football and basketball games. All students cheer at pep rallies. Costs are kept to around $100-125 per year; used uniforms can be purchased for less. Squad training, practices, and camp all occur at school.

Evaluation Process and Results: This program has been well received by students, parents, and staff. Spirit and participation at games has increased.

Training Needed for Teachers, Administrators, and Staff: We hire NCAA cheerleaders to train students.

Descriptors: Participatory Programs and Clubs, Self-Esteem Programs

Program Name: Circle of Friends
Contact: Michele Paoletti-Schelp
Campus: Spring Branch Junior High School
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1990
Number Served: 100, 6-8 grade
Funding Sources: SBISD special education department
Budget Amount: $200
Staff Required: 1 special education coordinator

Program Objective: To create small support groups where students with special needs have an opportunity to meet and become friends with traditional students. To desensitize traditional students in regard to individuals with special needs, i.e., students with disabilities. To heighten student awareness of the needs associated with disabilities.

Program Description: Small groups are formed consisting of 8-10 traditional students and one or two students with special needs. These groups meet weekly for thirty weeks. Discussions and activities are focused around providing friendly support to the students with special needs. A phone tree is created where traditional students take turns calling students with special needs to chat casually beyond school hours, an event that many students have never experienced heretofore. Students identify common problems they encounter at school and at home and problem-solve together.

Evaluation Process and Results: Increased ease in communication between typical students and students with special needs; students with special needs receive phone calls at home; typical students and students with special needs get together socially outside the group.

Training Needed for Teachers, Administrators, and Staff: One inservice meeting of about one hour in length.

Descriptors: Innovative Mainstreaming Practice, Mentoring Programs

Program Name: Collaborating With the Community
Contact: Joe M. Bartlett
Campus: Hill Country Middle School
Address: 1300 Walsh Tarlton
City, State Zip: Austin, Texas 78746
Phone: 512-327-3771
District Name: Eanes ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 656, 6-8 grade
Funding Sources: None
Budget Amount: No additional funds needed
Staff Required: Regular staff

Program Objective: To provide opportunities to tie the community and school together. To tap the resources of the community and bring them closer to the schools.

Program Description: Hill Country Middle School and Eanes ISD have a collegial relationship with the three major universities in the greater Austin area: The University of Texas, St. Edward's University, and Southwest Texas State University. Many student teachers and student observers from these three institutions work closely with teachers and administrators. Hill Country Middle School also has a great relationship with local community organizations and associations. Projects such as Blue Santa through the Austin Police Department, Trick-or-Treat for Travis State School, Adopt-a-Grandparent at a local nursing home, as well as programs with the Austin Civic Ballet, Austin Civic Orchestra, and Zachary Scott Theatre, have highlighted Hill Country's philanthropic activities. Also, Hill Country Middle School is the site for the Austin Police Department's volleyball league, at no charge, and on Sunday, the school is used by the Westlake Bible Church for services.

Evaluation Process and Results: Evaluation is based on the continued relationships with the community and the rapport established.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Community Involvement

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name:	Communities in Schools (CIS)
Contact:	Anna Lopez, Jim Keedy
Campus:	District program
Address:	325 Pruitt Ave.
City, State Zip:	San Antonio, Texas 78204
Phone:	512-226-4952
District Name:	San Antonio ISD
ESC Region:	20
Date Program Began:	1989
Number Served:	100-199, 6-8 grade
Funding Sources:	Donations from both the private and public sector
Budget Amount:	$50,000
Staff Required:	CIS and school staff

Program Objective: To improve school attendance and academic achievement, to promote positive social development. To develop employment skills. To increase parent involvement in schools. To reduce disruptive behavior.

Program Description: CIS is a school based dropout prevention program. Students are referred to CIS on the basis of their school attendance, grades, discipline problems, vocational needs and other needs that may hinder school success. The CIS staff includes counselors, employment specialists and health specialists who provide such services as tutoring, summer jobs, enrichment activities and referrals to other service agencies. Individual, group, family and vocational counseling are also provided.

Evaluation Process and Results: The CIS program is evaluated each year by a pre/post test on self-esteem, number served, and type of services.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Business/Community Support Programs, Communities in School, Counseling, Middle/Jr. School (At-Risk), Tutorial Programs, Parental Involvement Programs, Dropout Information Clearinghouse

Program Name: Computers and Collaborative Learning
Contact: Alan M. Veach
Campus: Chisholm Trail Middle School
Address: 500 Oakridge
City, State Zip: Round Rock, Texas 78681
Phone: 512-255-7866
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1983
Number Served: 1250, 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: Instructional for computers

Program Objective: To enhance the learning of all students. To promote collaborative and cooperative learning. To promote the design and application of cross-curricular units. To provide practice for standardized test-taking to increase test scores.

Program Description: Two all-purpose computer labs that house fifteen computers and five printers each are scheduled for use by either a full-time aide or by the teacher's request. Programs available include those commercially produced as well as those designed by the teacher and the aide to fit the curriculum exactly . Each of the 1,235 students at Chisholm Trail Middle School is scheduled a minimum of four times in the computer lab each six weeks. All mathematics, language arts, and reading classes use the lab on a regular basis. Lack of lab time availability allows the science, foreign language, and art classes to use the lab only on an irregular basis. The lab is open for student use each morning approximately one hour before the beginning of school and during the thirty-minute advisory period four mornings a week. These times are supervised by the aide who is a teacher with a master's degree and certification to teach all grade levels. Generally, students work in pairs at the computer, promoting cooperative and collaborative learning. One example of a project that integrates curricular areas with the computer is the historical journey that requires eighth grade students to research a pre-1880 American journey, collaborate in pairs to compose a fourteen-day journey journal and a persuasive period pamphlet, and prepare an oral presentation of the event.

Evaluation Process and Results: The quality of compositions written collaboratively is assessed holistically, pre- and post-treatment. The interest level is assessed informally, with the teachers observing student participation and level of involvement when working in the computer lab. The rate and level of improvement is measured by noting students' grades across time, and changes suggest the enhancement of learning.

Training Needed for Teachers, Administrators, and Staff: Minimum training; the software is user friendly.

Descriptors: Integrated Curriculum, Cooperative Learning, Computer Assisted Instruction

Program Name: Content Mastery
Contact: Sharon Luedecke
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Round Rock, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 25, 6-8 grade
Funding Sources: Special education
Budget Amount: $23,000
Staff Required: 1 full-time special education teacher

Program Objective: To help the learning disabled student learn effectively in the educational mainstreamed setting. To develop an increased sense of self-esteem as well as emotional and social well-being.

Program Description: Students may come into the Content Mastery Center before school, during lunch, after school and during their regular classes. The students may leave their classes only after instruction is complete. Constant teacher coordination between the content mastery teacher and the regular teacher is essential to provide for the meeting of individual needs and mastery of essential elements. Services include highlighted books, laminated materials, reading tests, study guides, modified materials, computers, monitoring students, supplementary materials, teaching study skills, study sessions, vocabulary lists, and help with packets, worksheets, projects, etc.

Evaluation Process and Results: The students are evaluated through their tests and six-week grades. At the end of each school year, teachers and content mastery students evaluate the program and make comments. These are shared with the building principal. Success of the program is tied to the support of the entire staff.

Training Needed for Teachers, Administrators, and Staff: The teacher for the Content Mastery Center must be certified in special education. The principal also went through a content mastery training program sponsored by the Education Service Center in Region XIII then presented a modified form to his school.

Descriptors: Content Mastery, Self-Esteem Programs, Mainstreaming

Program Name: Content Mastery
Contact: Janie Gilbert, Alan M. Veach
Campus: Chisholm Trail Middle School
Address: 500 Oakridge
City, State Zip: Round Rock, Texas 78681
Phone: 512-255-7866
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 220, 6-8 grade
Funding Sources: District/special education
Budget Amount: Additional aide for at-risk students
Staff Required: 3 teachers, 2 aides

Program Objective: To empower learning-disabled and at-risk students to master essential elements of all mainstreamed courses; to identify and use their strengths and weaknesses; to become study-skill independent. To unite the expertise of regular and special educators. To provide the best education possible for learning-disabled and at-risk students. To reduce stigma attached to, and mislabeling of, these students. To increase teacher understanding of the special needs of these students.

Program Description: Learning-disabled and at-risk students remain in the regular classroom during the presentation of lessons, class discussion, group work, lab time, and film time. Students go to content mastery at the classroom teacher's discretion when working independently on an assignment, studying for a test, or taking a test. They receive special assistance from content mastery teachers in completing assignments and may be given alternative testing formats. The time the student spends in content mastery may vary from ten minutes to the entire class period. The content mastery teacher supports the classroom teacher by assessing what the student can and cannot do, reporting observations and results, determining the range of adaptations and modifications needed, preparing adapted materials, and monitoring student progress.

Evaluation Process and Results: After only one year, test scores of learning-disabled students increased dramatically: a 27-point increase in mathematics, a 28-point increase in reading, and a 29-point increase in writing. This was also reflected in the significantly decreased failure rate of both learning-disabled and at-risk students. Last year, all learning-disabled students were promoted to the next grade level. These successes are directly related to the use of content mastery.

Training Needed for Teachers, Administrators, and Staff: Local staff development to train teachers to use a wide variety of services that provide academic support necessary for learning-disabled and at-risk students to master curriculum objectives.

Descriptors: Content Mastery, Study Skills, Middle/Jr. School (At-Risk)

Program Name: Content Mastery Center
Contact: Jeanette Salinas
Campus: Omar Bradley Middle School
Address: 14819 Heimer
City, State Zip: San Antonio, Texas 78232
Phone: 512-496-2666
District Name: North East ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 6-8 grade
Funding Sources: Regular budget
Budget Amount: N/A
Staff Required: 1 special education aide, 1 special education teacher

Program Objective: To help students with learning disabilities succeed in regular classes with support during independent learning time. To use the expertise of academic specialists while providing support for specific disabilities through a special education learning center. To aid the special education student in becoming study-skill independent. To provide modified materials and adult assistance to support learning-disabled students.

Program Description: The students may leave their regular academic classes for the Content Mastery Center when it is time for independent reading, writing, or testing. The student always remains with the academic teacher during lecture, discussion, group work, or laboratory experiments. In the Content Mastery Center one aide, one teacher, and parent volunteers support the student as needed. Modified materials are provided, such as pre-recorded textbook chapters, textbooks with highlighted main ideas, calculators and manipulatives for mathematics, provision for oral administration of tests and alternative test formats if requested by the teacher.

Evaluation Process and Results: Each six weeks, students' grades in academic subjects and the number of visits to the Content Mastery Center are analyzed for an indication of correlation between number of visits and improved grades.

Training Needed for Teachers, Administrators, and Staff: Inservice provided by campus administration, academic department heads and special education teachers. Group meetings with academic teachers to problem-solve and adjust the mechanics of student coming and going to the center.

Descriptors: Content Mastery, Self-Esteem Programs, Mainstreaming

Program Name: Cooperative Learning
Contact: Roland Graves
Campus: Brownwood Junior High School
Address: P. O. Box 730
City, State Zip: Brownwood, Texas 76804-0730
Phone: 915-643-5644
District Name: Brownwood ISD
ESC Region: 15
Date Program Began: 1986
Number Served: 600, 7-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Regular teachers

Program Objective: To increase higher level thinking skills and improve social interaction among students.

Program Description: Cooperative Learning is designed to be used with all students as a means of increasing higher level thinking skills and improving social interaction among students. Students work in groups of 2-4 in solving problems and assisting each other in the learning process. Students are accountable for each other's learning and are encouraged to help group members.

Evaluation Process and Results: Teachers report increased learning and participation among students.

Training Needed for Teachers, Administrators, and Staff: Inservice.

Descriptors: Cooperative Learning, Middle School Clearinghouse on Promising Educational Programs

Program Name: Cooperative Learning for At-Risk Students
Contact: Mary Liz Singleton, Dennal Elmore
Campus: Huntsville Junior High
Address: 441 FM 2821 East
City, State Zip: Huntsville, Texas 77340-9999
Phone: 409-295-3421
District Name: Huntsville ISD
ESC Region: 06
Date Program Began: 1989
Number Served: 587, 6-8 grade
Funding Sources: Texas Education Agency Pilot Program Fund
Budget Amount: $55,000
Staff Required: Existing staff

Program Objective: To foster the implementation of cooperative learning strategies.

Program Description: Training is a critical element of the program. Teachers receive training at three levels: awareness, basic, and advanced. To foster the implementation of cooperative learning strategies in the school, teachers are coached in cooperative learning strategies in their classroom and are enrolled in peer support groups. Advanced academic training and stipends are provided to the teachers, depending upon their level of involvement. A small group of students identified as at risk of school failure receive training in cooperative conflict resolution in an effort to develop their leadership skills.

Evaluation Process and Results: Assessment of student progress in the program is enhanced through the use of portfolios of student work in language arts classes and learning logs in mathematics, science, and social studies.

Training Needed for Teachers, Administrators, and Staff: Cooperative Learning Awareness Training, Cooperative Learning Basic Training, Cooperative Learning Advanced Training, Peer-Support Groups and Expert Coaching.

Descriptors: Cooperative Learning, Peer/Collegial Coaching, Staff Development/Inservice Training

Program Name: Cooperative Learning
Contact: Patsy Martin
Campus: District program
Address: 2545 Mimosa
City, State Zip: Abilene, Texas 79603
Phone: 915-677-1444
District Name: Abilene ISD
ESC Region: 14
Date Program Began: 1989
Number Served: All students in grade 6 science class
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Sixth grade science teachers

Program Objective: To promote and enhance leadership. To develop listening skills. To promote self-discipline. To enhance academic achievement. To build self-confidence and self-esteem.

Program Description: This 13-week cooperative learning program is designed to meet the objectives through the use of peer tutors. After a period of observation, the class or classes are divided into groups of 5 or 6. The peer tutor leaders are selected by the teachers and assigned to a group. The teacher explains to each group how cooperative learning works. The leaders for each group meet on Thursday for 3 weeks for about 20-25 minutes to receive training and materials for the next week. Problems are discussed and possible solutions given. The teacher teaches each lesson daily, makes assignments, monitors groups, gives individual help, evaluates and records grades.

Evaluation Process and Results: The program has helped improve the students' self-esteem and sense of responsibility. The students have an opportunity to be recognized, assume leadership and gain acceptance by the group, and have improved academic achievement.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Cooperative Learning, Peer Tutoring, Dropout Information Clearinghouse

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Counseling and Guidance Program
Contact: Teri Schultz
Campus: Lago Vista Middle School
Address: P.O. Box 4929
City, State Zip: Lago Vista, Texas 78645
Phone: 512-267-3237
District Name: Lago Vista ISD
ESC Region: 13
Date Program Began: 1988
Number Served: N/A
Funding Sources: Local budget
Budget Amount: N/A
Staff Required: N/A

Program Objective: To empower students and parents with knowledge regarding psychological resources so that the students are able to achieve in school at or near their potential. To educate students and parents as to the academic needs of the students. To connect families to outside agencies in times of psychological emergency. To act as consultant to faculty/staff and parents in the areas of academics, behavior, and emotional/social needs of students.

Program Description: The program involves the following components: 1) individual student/parent counseling; 2) family counseling; 3) parenting skills; 4) crisis counseling; 5) small group counseling on divorce, social skills, and self-esteem; and 6) academic counseling.

Evaluation Process and Results: The program has resulted in 1) reduction in the number of discipline problems; 2) smooth handling of crisis situations; 3) accomplishing education of students, parents, faculty and staff in areas of emotional disturbance; 4) improvements in individual students' grades; 5) release of tensions due to outside stressors so that school objectives can be met; and 6) improvement in individual family parenting skills.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Middle/Jr. School (At-Risk), Guidance Counseling, Family Counseling, Student Assistance Programs, Dropout Information Clearinghouse

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Counselor's Crowd Keeps Kids Coping
Contact: Patricia McKelvain
Campus: Nolan Middle School
Address: 505 E. Jasper
City, State Zip: Killeen, Texas 76542
Phone: 817-634-4646
District Name: Killeen ISD
ESC Region: 12
Date Program Began: 1982
Number Served: 500, 7-8 grade
Funding Sources: Drug Free Schools and Communities grant
Budget Amount: $1,000
Staff Required: 1 instructor

Program Objective: To train students in listening and communication skills so they can assist other students, faculty and staff.

Program Description: Counselor's Crowd is a nine-session training program to acquaint students with peer facilitator skills. Once training is completed these students are ambassadors of the school and of Middle School Public School Week, host career days and assist with new student orientation. Peer facilitators teach classes in peer pressure reversal and coping with depression and suicide prevention to 5th and 6th graders. Peer facilitators greatly help in transitional efforts between elementary, middle, and high schools.

Evaluation Process and Results: Teachers provide ongoing feedback on peer facilitators and the continuing effects on all middle school students.

Training Needed for Teachers, Administrators, and Staff: The only training required is communication of goals and objectives of Counselor's Crowd program.

Descriptors: Peer Counseling, Orientation Programs

Program Name: Discipline Management Plan
Contact: Pam Albrecht
Campus: James Holub Middle School
Address: 9515 S. Diary Ashford
City, State Zip: Alief, Texas 77411
Phone: 713-983-8433
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 1400, 6-8 grade
Funding Sources: Partners in Education (local businesses), district funds proposed for 1991-92
Budget Amount: N/A
Staff Required: 100% of faculty and staff

Program Objective: On the 1990-91 Holub discipline management survey, 90% of the respondents will indicate that overall school discipline objectives are clear. 80% will indicate that discipline procedures are consistent in the building. 90% of Holub students, staff, and parents will indicate pride in Holub Middle School on the surveys. Holub parents will become more actively involved in the education of Holub students, thus increasing communication between the school, home, and community. 70% will respond that communication is "good" on the parent advisory survey and 80% will indicate that they were given ample opportunities for parental involvement.

Program Description: Schoolwide and common area rules are drawn up by the Discipline Management Committee and approved by staff members. Rules are posted and taught to students by advisory teachers and are reinforced by grade-level assemblies. A student card system is in effect to track behavior. Both positive and negative behavior can be documented in all common areas of the building with a simple punch from a specially designed hole punch issued to the staff and a hierarchy of positive rewards and negative consequences has been established. In each instance, parental contact is included. This system, coupled with individual classroom plans incorporating parental contact, combine to complete our schoolwide system. In addition, our volunteers in the Public School Program (parental support group) serve as aides and chaperons during positive reward activities.

Evaluation Process and Results: Bi-monthly meetings of the Discipline Management Committee monitor, evaluate, and adjust the program. A sub-committee plans and coordinates special events for students with exceptional behavior documented on their student cards. Yearly teacher, student, and parent surveys evaluate perception of and adherence to the plan.

Training Needed for Teachers, Administrators, and Staff: Eight staff members have received formal course credit in discipline management. Six hours home campus inservice for entire staff. Periodic discipline management updates for faculty. Continuous review and evaluation provided by 12-member Discipline Management Committee.

Descriptors: Parental Involvement Programs, Student Recognition, Discipline Management Programs

Program Name: Earthnauts' Biodome Project
Contact: Sharon Mitchell
Campus: Porter Middle School
Address: 5108 Woodgreen Cove
City, State Zip: Austin, Texas 78704
Phone: 512-447-1437
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 100, 6-8 grade
Funding Sources: Adopt-A-School Partners, Christa McAuliffe Fellowship
Budget Amount: Set-up: $10,000; Operational: $4,000
Staff Required: 1 teacher or a team of 2

Program Objective: To create a sense of community within the class and develop cooperative problem solving skills among students. To introduce students to the concept of a sustainable future. To provide students with a meaningful, ongoing, hands-on science experience. To develop leadership and organizational skills. To use geodesics as a learning tool. To develop basic skills in construction and use of alternative/appropriate technologies.

Program Description: Students enter the program as 6th graders through an environmental science course. They learn about systems, habitats, cycles of all kinds, abiotic components of systems, human impact, and alternatives to intrusive human technologies. Seventh grade students who show an interest in the further study of these subjects may participate in an introductory scientific inquiry/ecology course. Within the context of this class, students look at global systems and the impact of agriculture, alternative self-sustaining food production, basic geodesics, hydroponics and aquaculture, wind and solar power, and composting. They engage in basic plant growth research, using a hands-on approach. They experiment with a variety of growing mediums. Eighth grade students operate the Biodome. This is a totally hands-on experience emphasizing teamwork and cooperative problem resolution. Each student has a specialty and each is responsible to all others in the class. Since the systems are integrated, errors in one research area will impact all others. Students discover early that they must be responsible and creative.

Evaluation Process and Results: The level of individual responsibility and willingness to function as a part of a team is a good indicator of the success of the program. Few students can weather the two and one-half years without learning to cooperate and assume responsibility. Harvests that often end in produce sales (and, more often, in salads and snacks for team members) testify to the success of the program. An added measure of success is the fluency with that students speak of their research when invited to address interested groups. They have internalized the information and it is theirs.

Training Needed for Teachers, Administrators, and Staff: Teachers of the course should have completed basic agriculture coursework (nutrient cycling, water chemistry, soil components, entomology), geodesic dome construction and maintenance, hydroponics and aquaculture coursework, and botany, all laced with a heavy dose of common sense. Other helpful areas of study: natural/organic fertilizers, integrated pest management, composting, fish culture, cooperative problem-solving.

Descriptors: Cooperative Learning, Environmental Science, Technology

Program Name: E.C.R.I. - Exemplary Center for Reading Instruction
Contact: Ms. Stice, Ms. Stewart, Ms. LeFevre
Campus: James Holub Middle School
Address: P. O. Box 68
City, State Zip: Houston, Texas 77411-0068
Phone: 713-983-8433
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1987
Number Served: 130, 6 and 8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Language arts and reading improvement teachers

Program Objective: The students will provide rapid, overt responses during instruction, remain on task, increase their rate of response, and master at high levels (83-100%) of accuracy. The instructor will model for students during instruction, diagnose and prescribe instantly when incorrect responses or no responses occur, reinforce correct responses and reteach if students make incorrect responses or do not respond, correlate language skill activities to increase the number and types of student responses.

Program Description: E.C.R.I. involves mastery learning on each child's instructional level. Criteria for mastering involve an individualized program for each child. Vocabulary is taught through the use of sight words, phonics, context clues, word constructions, and the dictionary, so pupils learn to attack unknown words independently of the teacher. Word formation and word discrimination are addressed with each vocabulary word. Passing a mastery test involves word calling at a pace of one word per second and spelling the words orally, with 100% accuracy. Comprehension checks are included constantly throughout the program. This program involves all different learning modalities so no matter how a child learns best, that approach will be used and the child is exposed to the other modalities as well.

Evaluation Process and Results: Constant monitoring by teacher. Gates-MacGinitie Reading Test is used as a pre-test in fall and post-test in spring to determine growth in reading comprehension and vocabulary. ITBS scores also used to determine growth and/or weak areas in reading skills. Skills are tested for mastery. Pupil/teacher conferences held.

Training Needed for Teachers, Administrators, and Staff: A 3-5 day workshop developed and staffed by trained E.C.R.I. instructors. This program originates from the Exemplary Center for Reading Instruction from Salt Lake City, Utah.

Descriptors: Academic Support Programs, Reading Skills

Program Name: Ed White Postcards
Contact: Rodney E. Gillespie
Campus: White Middle School
Address: 10333 Broadway St.
City, State Zip: San Antonio, Texas 78217-3887
Phone: 512-653-1230
District Name: North East ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 965, 6-8 grade
Funding Sources: Regular budget
Budget Amount: $125/paid
Staff Required: Regular teachers

Program Objective: To increase communication between home and school. To enhance community support of the school.

Program Description: Postcards were printed with a logo of Ed White Middle School and a business firm on one side, reserving the other side for positive notes to the parents from the teachers. The cards were made available to the teachers after stamps were applied. Teachers are allowed to write as many notes as they want and time permits. The cards, stamps, and printing are purchased by the business firm.

Evaluation Process and Results: The school views the cards as an effective communications link to the community. Over 300 cards have been mailed by teachers to parents of students exhibiting outstanding work.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Middle School, Student Recognition, School/Business Partnerships, Community Involvement, Self-Esteem Programs, Clearinghouse on Promising Educational Programs

Program Name: Environmental Studies
Contact: Linda Murray
Campus: Van Horn Junior High School
Address: P. O. Box 899
City, State Zip: Van Horn, Texas 79855-0899
Phone: 915-283-2245
District Name: Culberson County ISD
ESC Region: 18
Date Program Began: 1988
Number Served: 96, 7-8 grade
Funding Sources: Local funding
Budget Amount: $500
Staff Required: 2 staff, several auxiliary persons from the community

Program Objective: To educate students about local and territorial terrain, culture and history.

Program Description: Environmental studies is a locally created course, approved by the local school board and open to the 7th and 8th grade students of the school. The students are exposed to outside guest speakers and will be involved in a study project with the Soil Conservation Service. The students study the ecology, economics, and geology of the Chihuahuan Desert. They also study the natural regions of the southwestern U.S., native Americans in the area, geographical landmarks, Spanish exploration routes, military influences, Anglo migration, group beliefs, political awareness, democratic processes, control and treatment of public and private property, and judgement making. The students learn about ethnic and racial groups in the areas and recognize important contributors to the history and culture of the southwestern U.S.

Evaluation Process and Results: This course has heightened awareness in the students' background, resulting in an evidenced new pride and stronger self-esteem.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Community Involvement, Multi-Cultural, Environmental Science, Social Studies

Program Name: Equity Agenda Project
Contact: Jo Shaw Kiley
Campus: District program
Address: 3210 W. Lancaster
City, State Zip: Fort Worth, Texas 76107-3010
Phone: 817-878-3735
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: 1988
Number Served: 7-8 grade
Funding Sources: District funds and funds from the Equity Project
Budget Amount: N/A
Staff Required: 7 and 8 grade mathematics teachers, 10 middle and high school counselors

Program Objective: To increase the number of at-risk and minority students in college. To require 9th and 10th grade students to complete algebra and geometry in grades nine and ten.

Program Description: The Equity Project has three components: academic, covering mathematics curriculum and instruction; advocacy, covering the inclusion of at-risk and minority youth in college preparation courses; and counseling, covering services to students for success in rigorous academic courses and to parents for academic program support and pre-college guidance. To achieve the goals stated above, 7th and 8th grade mathematics teachers are trained in a new mathematics curriculum and instructional techniques emphasizing problem solving, interpretation, reasoning, and application. Middle school counselors work with small groups of students enrolled in rigorous programs as a means to bolster students' self-confidence in mathematics. identified middle school students are tutored and mentored by Texas Christian University students. Parents are educated about the mathematics curriculum changes.

Evaluation Process and Results: The program will be evaluated by monitoring the number of students prepared for advanced high school mathematics courses. The program will be replicated in six school districts during the 1991-92 school year.

Training Needed for Teachers, Administrators, and Staff: Teachers of 7th and 8th grade mathematics receive two weeks of intensive training at a Summer Mathematics Institute. The training covers the Algebridge curriculum, the S.A.T., revised mathematics standards, cultural diversity, and modeling of effective instructional techniques. Middle and high school counselors participate in a Summer Guidance Institute.

Descriptors: Mathematics, University-School Partnerships, Staff Development/Inservice Training, Counseling, Mentorships

Program Name: ESL - Science
Contact: Dan Elias
Campus: Alamo Junior High School
Address: 3800 Storey
City, State Zip: Midland, Texas 79701
Phone: 915-689-1700
District Name: Midland ISD
ESC Region: 18
Date Program Began: 1987
Number Served: 34, 7-8 grade
Funding Sources: Bilingual and regular budget
Budget Amount: Teacher-aide salary and teaching supplies
Staff Required:. Bilingual teacher and bilingual aide for each level

Program Objective: To teach students the English language while learning life and earth science. To build the students' scientific terminology vocabulary. To familiarize students with health education.

Program Description: Students are divided into 7th and 8th grade levels. Each class has a teacher and an aide. The curriculum is geared to teaching English and science at the same time. Suitable reading materials, sometimes beginning with a Spanish introduction, are used. Lecture and labs are performed using translation as needed. The students' progress is assessed at their level.

Evaluation Process and Results: Significant progress is evident in the students' mastery of the English language. Students show an improved ability to read and write in English at the end of the school year.

Training Needed for Teachers, Administrators, and Staff: No additional training needed.

Descriptors: Science, Interdisciplinary Teaching, English as a Second Language (ESL)

Program Name: E.X.C.E.L. - Extra Care Equals Learning
Contact: Hector Hernandez
Campus: Perkins Intermediate School
Address: 4750 Austin Road
City, State Zip: Brownsville, Texas 78521
Phone: 512-831-8770
District Name: Brownsville ISD
ESC Region: 1
Date Program Began: 1988
Number Served: 25-49, 7-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: N/A

Program Objective: To encourage at-risk students to stay in school. To provide a role model and mentor for at-risk students. To create a warm school climate in that caring adults become advocates for at-risk students.

Program Description: In this program, at-risk students, identified at the start of the school year, are adopted by interested teachers. The teachers and students meet weekly to discuss academic or personal difficulties that the student may be having. A friendly relationship is developed so that the students feel they have someone to care about them and someone to turn to in troubled times.

Evaluation Process and Results: N/A

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Middle/Jr. School (At-Risk), Mentoring Programs, Dropout Information Clearinghouse

Program Name: Faculty Concerns
Contact: Linda Garcia
Campus: Coke Stevenson Middle School
Address: 8403 Tezel
City, State Zip: San Antonio, Texas 78250
Phone: 512-681-0720
District Name: Northside ISD
ESC Region: 20
Date Program Began: 1986
Number Served: 1720, 6-8 grade
Funding Sources: Local campus
Budget Amount: Minimal, duplicating costs for meetings' results
Staff Required: Regular staff

Program Objective: To provide staff access on a routine basis to the campus administration. To promote open communication among staff members.

Program Description: Rather than using an elected representative group of teachers to provide formal input on campus decisions, teachers voluntarily meet for the first fifteen minutes of their conference period on the last Friday of each month. Teachers share their concerns and/or problems they have encountered on campus; they also are encouraged to prepare suggested resolutions to those problems. At the end of the day, the results from each meeting are combined into one report and distributed to every member of the staff.

Evaluation Process and Results: In annual end-of-year surveys, teachers continue to express the need for this communication vehicle.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Participatory Decision Making (Site Based Management)

Program Name: Family Decision Making
Contact: Joe Bartlett
Campus: Hill Country Middle School
Address: 1300 Walsh Tarlton Lane
City, State Zip: Austin, Texas 78746
Phone: 512-327-3771
District Name: Eanes ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 656, 6-8 grade
Funding Sources: Local sources and activity fund
Budget Amount: No additional funds needed
Staff Required: Involves everyone

Program Objective: To provide staff members with opportunities to make decisions that affect the total school process. To provide students with input into decisions that affect them. To involve everyone in the decision making process of the school.

Program Description: Everything at Hill Country is accomplished with the "we" philosophy and everyone is viewed as a member of the family. The faculty is considered a teaching family. Teachers share teaching ideas both formally and informally. Through "popcorn exchanges" faculty members exchange ideas for instruction. The campus advisory committee, consisting of parents and teachers, serves in an advisory capacity to the principal on matters related to the operation of the local campus, and to the superintendent in matters related to the operation of the district. Through the Cougar Time Advisories and the Board of Governors, students have an opportunity to influence classroom and school policy. Probably the most influential means of communication is through the "Open Door" policy. Students feel comfortable sitting down with the principal and/or assistant principal, discussing ideas and concerns,

Evaluation Process and Results: The program is evaluated yearly. During a 1990-91 national survey, Hill Country was evaluated on 10 elements of a school's organizational health. The results showed Hill Country was at the 99th percentile in seven and at 98th percentile in three of these elements.

Training Needed for Teachers, Administrators, and Staff: A guiding hand from the administration.

Descriptors: Participatory Decision Making (Site Based Management)

Program Name: Family Life Education
Contact: Geni Moore
Campus: District program
Address: 3830 Richmond Avenue
City, State Zip: Houston, Texas 77027
Phone: 713-892-6150
District Name: Houston ISD
ESC Region: 04
Date Program Began: 1986
Number Served: 6 grade
Funding Sources: March of Dimes, Knox Foundation
Budget Amount: N/A
Staff Required: N/A

Program Objective: To provide an educational program that addresses the essential elements for 6th grade health with the addition of information on decision making, physical changes in adolescence, relationships, reproduction, teen pregnancy, and sexually transmitted diseases. Emphasis on prevention of teen pregnancy through abstinence.

Program Description: The program is primarily educational and informational, although counselors, nurses and other school personnel have received training in order to deal with specific student concerns that emerge as a result of the course. Many other organizations are involved, including the Health Department, March of Dimes, and Planned Parenthood.

Evaluation Process and Results: Problem of scheduling for smaller classes addressed by various configurations at school level and by addition of teachers. Problem of ongoing instructional assistance addressed last year by stipends for non-duty time training for teachers.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Health, Sex Education, Dropout Information Clearinghouse

Program Name: F.A.M.E. - Fulmore Always Means Education
Contact: Victoria Baldwin
Campus: Fulmore Middle School
Address: 201 East Mary Street
City, State Zip: Austin, Texas 78704
Phone: 512-442-6411
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 50-99, 6-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Existing staff

Program Objective: To provide adult support to a student who is failing. To communicate with teachers on assignments that the student is missing. To figure out problems causing the student to fail, and work on those problems. To provide a contact person for the student who is failing.

Program Description: Adults in the program attempt to make daily contact to talk and visit with the student, provide support, and help with organizational skills and assignments. More than anything else the program provides support for the students and helps them with problems that are interfering with their success.

Evaluation Process and Results: The program is evaluated through the students' grades and progress to the next grade level.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Middle/Jr. School (At-Risk), Mentorships, Dropout Information Clearinghouse

Program Name: Future Link
Contact: Virginia Sjolin
Campus: Burkburnett Junior High School
Address: 108 South Avenue D
City, State Zip: Burkburnett, Texas 76354
Phone: 817-569-3326
District Name: Burkburnett ISD
ESC Region: 09
Date Program Began: 1989
Number Served: 750, 6-8 grade
Funding Sources: Implementation grant from the Meadows Foundation of Dallas; ISD funds
Budget Amount: $10,500
Staff Required: Computer lab technician in addition to regular teachers

Program Objective: The main thrust of Future Link is to involve students in research and the creation of their own learning environment. Future Link provides experience for teachers and administrators to use technology to support progressive, innovative leadership for education. The program provides additional resources for instructional assistance to at-risk, learning-disabled, pregnant, and home-bound students as it addresses all learning modalities. Future Link provides opportunities for a more comprehensive communications network among community, home, and school. It focuses the various resources available in the community by cooperating closely with universities, Education Service Centers, and industries in training future citizens to be adept at problem-solving with the use of technology.

Program Description: Future Link has established an audio-visual production center coupled with a 24-station computer lab for 6th, 7th, and 8th graders at Burkburnett Junior High School to integrate creative technology with the science curriculum. The program can be expanded to include all other curriculum and extra-curriculum areas of this campus. Using a variety of stand-alone and networked software, and combining the computer with various other instructional technology (laser and compact discs, 8 mm and VHS cameras, VCRs, and video overlay cards), students can expand their interest and research their subject matter while simultaneously learning to use technology. Teachers are the facilitators in the use of technology as both learn together. Workshops assist in idea-sharing, such as the live daily announcements the students do for all classrooms.

Evaluation Process and Results: Midwestern State University department of education personnel are directly involved with the evaluation of the program through surveys. Teachers evaluate the results through observation and grades. Students and teachers are demonstrating a much wider knowledge and use of the program and the technology.

Training Needed for Teachers, Administrators, and Staff: Minimum competency on computers is essential to the success of the program. Training on video and audio equipment has been provided to users. Part of the original funding included a 3-hour graduate credit course to integrate computers and provide teacher training. Ongoing, hands-on experience for all members of the faculty is continuously available.

Descriptors: Science, Computer Assisted Instruction, University-School Partnerships

Program Name: GTE Gift (Grant Incentives Fellowship for Teachers)
Contact: Kathy Jordan
Campus: Spring Branch Junior High School
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 200, 7 grade
Funding Sources: Grants totaling $12,000
Budget Amount: $12,000
Staff Required: Several teams with 1 mathematics and 1 science teacher

Program Objective: To create a natural habitat for plants and animals for students to study throughout the life science curriculum. To integrate various mathematics skills such as graphing, measuring, averaging with decimals, etc., through science activities. To observe, measure, and grow various plants. To observe and document various bird and animal species both in a natural habitat and in a classroom. To set up and maintain aquariums in the classroom. To identify food chains in various habitat areas.

Program Description: Each grant established at least one class where the mathematics and science teacher shared the same group of students. Often the mathematics involved in the science activities were completed in the mathematics classes. Each designated grant activity would involve a variety of mathematics computations. The money for the grant is divided into capital and non-capital expenditures. Capital expenditures went to purchase the greenhouse, aquariums, and equipment used in the grant areas. Non-capital funds were used for field trips, and expendable items such as fish food and aquarium supplies. Additional funds ($2,500) went to each mathematics and science teacher to be used on professional enrichment. Many teachers have used these funds to further their education towards a masters degree in their subject areas. Other teachers have used their funds for workshops, animal research programs, and professional conferences. Although funds are only for a one-year period, the results of the grants will last many years since they have enriched the education of students and teachers and beautified the campus.

Evaluation Process and Results: The grants have improved the mathematics skills used by the students while increasing their interest in science. The grants have shown the students that they play an integral part in the environment and the students learned to appreciate the ecological relationship within the environment.

Training Needed for Teachers, Administrators, and Staff: To receive funding, a grant proposal must be written and submitted to GTE. Grants must integrate various aspects of mathematics and science in grades 6-12.

Descriptors: Environmental Science, Mathematics, Interdisciplinary Teaching, School/Business Partnerships

Program Name: H.A.D. - Hawks Against Drugs
Contact: Chris Whitcher
Campus: Spring Woods Junior High School
Address: 9810 Neuens
City, State Zip: Houston, Texas 77080
Phone: 713-468-5434
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 400, 6-8 grade
Funding Sources: Fund raisers, membership dues
Budget Amount: N/A
Staff Required: Sponsor and students

Program Objective: To provide a positive peer group organized to represent any student who contracts to be drug-free. To provide a group of student leaders who teach their peers how to say no to drugs. To provide activities for student involvement that are options to drug use and teach how a student can still have fun without drugs. To generate school pride and self-esteem among all students and give them a sense of belonging.

Program Description: Any student may apply for membership by signing a pledge to be drug-free. A parent's signature is also required both for student support and to encourage parental activity with the Hawks Against Drugs program. A $5.00 membership fee provides each student with a t-shirt displaying drug-free insignia and entitles the student to discounts and/or free admission to all program activities. A monthly play-night activity is planned by student officers to provide fellowship and fun for all members. Members are praised and encouraged to participate in all activities. Fun incentives (free dances, juggler show, lock-in, pizza parties) often preclude drug education guest speakers. Spotlighted activities that involve the entire school population include Red Ribbon Week, Drug Awareness Week, and our annual Hawks Against Drugs Talent Show.

Evaluation Process and Results: A student survey is issued and survey results show that students feel the drug problem is decreasing and that students feel generally safe on campus with regard to drug pressures.

Training Needed for Teachers, Administrators, and Staff: Texas War on Drugs Conference.

Descriptors: Peer Counseling, Alcohol and Drug Abuse Programs, Decision-Making Skills, Citizenship, Student Recognition

Program Name: Holub Middle School Intramural Program
Contact: Chip Downey, Laurien Monaghen
Campus: Holub Middle School
Address: 9515 S. Dairy Ashford
City, State Zip: Houston, Texas 77099
Phone: 713-983-8433
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1980
Number Served: 800, 6-8 grade
Funding Sources: Alief ISD
Budget Amount: $600-$1200 + Directors' supplement
Staff Required: 2 directors

Program Objective: To expand our program with new activities and ideas. To give everyone an opportunity to compete in activities suitable to meet all interests and abilities. To build a greater team spirit and unity in academic areas through the social values of competition. To continue to enhance teacher-student interaction through the social values of competition. To include activities that allow Holub parent participation that will enable them to gain a more intimate insight into the goals and ideals of the program.

Program Description: Activities are arranged so that every student may participate in physically active situations that provide important social interaction. All activities are designed for equal participation by both girls and boys. The program includes a wide range of activities. Most activities are scheduled during school days with some special events on Saturdays and student holidays. Individual events are convenient to do before or after school. One evening every year is devoted to parent participation. This is particularly great for 6th grade parents who are not familiar with the intramural concept. The students are identified with an organized academic team within their grade level. There are four teams that consist of 75-100 students each. These teams are the basis for intramural team formation. Awards are given throughout the program.

Evaluation Process and Results: The program received the 1990 award for excellence in Programming by National Association for Health, Physical Education, Recreation, and Dance.

Training Needed for Teachers, Administrators, and Staff: Physical education, experience in organizing events and tournaments.

Descriptors: Physical Education, Self-Esteem Programs, Parental Involvement Programs

Program Name: Homeroom Program
Contact: Victoria Baldwin
Campus: Fulmore Middle School
Address: 201 East Mary Street
City, State Zip: Austin, Texas 78704
Phone: 512-442-6411
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 6-8 grade
Funding Sources: At local level by local school
Budget Amount: N/A
Staff Required: All homeroom teachers

Program Objective: To build self-esteem and positive attitudes. To promote school pride. To strengthen study skills, assist with organizational skills, and build test-taking skills. To provide students with an adult advocate. To enable students to recognize and strengthen their unique intellectual capabilities. To strengthen communication and problem-solving skills.

Program Description: The homeroom meets every day for about twenty minutes to involve the students in activities that strengthen self-concept, develop personal skills, improve group citizenship, and teach socialization skills. On Tuesdays and Thursdays, teachers are given a lesson plan to use with their students. The remaining days are used by student committees. These committees are organized to enhance student participation. The committees focus on attendance, birthdays, bulletin boards, news and special messages, special projects, welcoming new students and tutorials.

Evaluation Process and Results: The homeroom program is evaluated by student and teacher written evaluations. These are compiled by the coordinator. Teachers and students who have actively participated in the program for the past two years indicate that it has had a positive impact on student attitudes and the overall school climate.

Training Needed for Teachers, Administrators, and Staff: One introductory staff development at the local level. This program includes a counselor for the purpose of distributing the units, consultation, and support.

Descriptors: Advisor/Advisee

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Homework Heaven -- Homework Opportunity
Contact: Sandra Radtke
Campus: Boerne Middle School
Address: 240 W Johns Roads
City, State Zip: Boerne, Texas 78006
Phone: 512-249-2528
District Name: Boerne ISD
ESC Region: *20*
Date Program Began: 1987
Number Served: 600, 6-8 grade
Funding Sources: Local budget
Budget Amount: $300
Staff Required: Regular staff

Program Objective: To reduce or eliminate student failure by providing students an opportunity to complete missing or incomplete assignments. To promote students' positive attitudes towards school. To improve students' self-esteem.

Program Description: Homework Heaven provides students two opportunities per teacher per six weeks to complete and receive a grade for an assignment rather than a zero for missing homework. At the beginning of the period in which the assignment was due, a student who opts to use their Homework Heaven opportunity completes the Homework Notice form. The triplicate form is sent to the principal who, in turn, retains one copy for their records and routes one copy back to the referring teacher. One copy is retained by the student as a reminder. During designated periods the student completes the given assignment and submits the work to the principal where it is placed in the appropriate teacher's mailbox. The maximum grade a student may earn for an assignment completed in Homework Heaven is 70. Should students exceed the maximum number of program opportunities, they receive zeros for additional missing assignments.

Evaluation Process and Results: Based on an informal assessment conducted annually with the faculty, teachers indicate a marked decrease in the number of failures due to students' missing or incomplete work. Moreover, active student participation in the Homework Heaven program indicates tremendous success. The principal's contact with parents, likewise, indicates enormous parental support of the program. Program success is tracked each six weeks grading period by Homework Heaven referral forms that are monitored by the principal.

Training Needed for Teachers, Administrators, and Staff: The principal provides training for the teachers during staff development. Teachers orient their students. As the program is refined and modified, staff development continues throughout the school year in order to maintain program consistency and quality.

Descriptors: Academic Support Programs

Program Name: Interdisciplinary Teaming
Contact: Rebecca Ford, Connie Pugh
Campus: Spring Woods Junior High School
Address: 9810 Neuens
City, State Zip: Houston, Texas 77080
Phone: 713-468-5434
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 400, 6 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 5 core teachers

Program Objective: To enhance student success and retention of subject material by presenting material across all disciplines. To provide a support base to ease the transition from elementary to junior high school. To reinforce learning connections from one subject to another.

Program Description: In a sixth grade class of approximately 390 students, three academic teams of 130 students each were formed. Each team has a mathematics, science, social studies, reading and English teacher. Each team has the freedom to reschedule or adjust schedules according to academic and behavioral needs. During the year, teachers are provided with a common planning period for developing interdisciplinary programs, sharing instructional and behavior management techniques, and conferring with students, parents, and administrative personnel.

Evaluation Process and Results: Students are tested at the end of each semester to assess mastery of essential elements and district objectives. In addition, academic teams have noted that teaming has provided a warm and nurturing environment for students and teachers alike.

Training Needed for Teachers, Administrators, and Staff: Teachers were provided with a two-day team building training session prior to the academic year.

Descriptors: Team Planning Team Teaching, Flexible Scheduling School-Within-a-School

Program Name: K.I.N. - Kids' Involvement Network
Contact: Lynda Welch
Campus: Wood Middle School, Ed White Middle School
Address: 14800 Judson Road
City, State Zip: San Antonio, Texas 78217
Phone: 512-657-8866
District Name: North East ISD
ESC Region: 20
Date Program Began: 1990
Number Served: 83, 6-8 grade
Funding Sources: Business scholarships, Texas Education Agency grant
Budget Amount: N/A
Staff Required: Administrator, assistant, site director, teachers

Program Objective: To provide a safe, well-supervised environment that promotes students' productivity in a structured setting. This program proposes to teach, tutor, counsel, remediate and motivate students to be challenged to stay in school, to achieve success in their scholastic endeavors, and to value themselves as contributing members of society.

Program Description: The Kids' Involvement Network provides after-school enrichment activities and supervision for middle school students in ways that improve their attitudes, grades, and behavior. Enrichment activities include games, athletics, arts and crafts, drama, nature, nutrition, and field trips. There are special sessions on leadership skills, study skills and test-taking skills, speaking and listening tips, reading enrichment, computer assisted instruction, and history highlights. Students develop and participate in community service projects each month. The program begins as soon as school is out and lasts until 6:00 p.m. Snacks are provided for students each day. Students have the opportunity to learn something new each day and time to study so that once they are home, what is left of the day can be spent as quality time with families.

Evaluation Process and Results: Student participation is a good indicator of progress. The Ed White Middle School program serves students before and after school, school holidays, and summer. 63 students are presently served and a waiting list has been established. Data are gathered on students' grades, attendance, discipline, test scores, and family information. An outside consultant evaluates the results of the program.

Training Needed for Teachers, Administrators, and Staff: Technical assistance and staff development provided by administrator and consultants.

Descriptors: Study Skills, Academic Support Programs, Tutorial Programs, Community Involvement, Character Education, Latchkey Child Programs, Child Care Programs

Program Name: Kaffie Homework Connection
Contact: Arnold Saavedra
Campus: Kaffie Middle School
Address: 5922 Brockhampton
City, State Zip: Corpus Christi, Texas 78403
Phone: 512-994-3600
District Name: Corpus Christi ISD
ESC Region: 02
Date Program Began: 1990
Number Served: 1100, 6-8 grade
Funding Sources: School activity fund and P.T.A.
Budget Amount: $100/month
Staff Required: Department chairs - English, mathematics, reading, history, and cluster leaders

Program Objective: To improve failure rate. To improve communication between the campus and parents. To provide students absent from school access to homework assignments. To provide parents with access to daily homework assignments.

Program Description: Kaffie Homework Connection provides parents the opportunity to have access to daily homework assignments. Parents dial a designated phone number and a recorded message provides them with a detailed outline of homework assignments.

Evaluation Process and Results: Kaffie Middle School continues to have the lowest failure rate at the secondary level in the Corpus Christi ISD.

Training Needed for Teachers, Administrators, and Staff: Teachers need to know how to dial a telephone code in order to enter homework assignments that will be recorded for parents' access each evening.

Descriptors: Academic Support Programs, Parental Involvement Programs

Program Name: L.E.A.P. - Learning Effectively Aims Project
Contact: Amy Perkins
Campus: Terrell Wells Middle
Address: 102 Genevieve St.
City, State Zip: San Antonio, Texas 78285-0901
Phone: 512-921-4440
District Name: Harlandale ISD
ESC Region: 20
Date Program Began: 1985
Number Served: 85, 8 grade
Funding Sources: State compensatory education funds
Budget Amount: $112,270
Staff Required: 4 certified instructors

Program Objective: To meet the fundamental skill needs in the areas of language arts, social studies/reading, and mathematics for students in grade 8 who are past the age of 15 and have failed at least two or more years.

Program Description: This is a program using individualized instruction. The program provides activities designed toward improving or re-shaping attitudes about self-image and school. Each student is individually assessed using diagnostic inventories that yield prescriptive learning levels, and is then matched with appropriate instructional materials. The program is conducted in a resource room, using many different kinds of supplementary materials related to the subject areas of language arts, social studies/reading, and mathematics. Instructional strategies include direct teaching, student-to-student, and the use of instructional equipment. Students remain with the teachers for three instructional periods. Students are provided tutoring jobs at the elementary school level to help them develop self-esteem, school citizenship, attendance and achievement. An instructional management system is part of this project, using every possible strategy to ensure that the right instruction and materials reach each participating student at the most effective time.

Evaluation Process and Results: The evaluation data on this project is collected using several instruments such as questionnaires, interviews, standardized achievement test scores, TEAMS/TAAS scores, teacher-made tests, and parent and student data. Evaluation data is collected throughout the project. At the end of the school year, persons involved in the project complete a process and product evaluation of the program.

Training Needed for Teachers, Administrators, and Staff: Inservice training in the following areas: developing a positive self-image in students ("I Can" or "See You At The Top" by Zig Ziglar), cooperative learning, process writing, mathematics manipulatives and problem solving, drug awareness, instructional methodology, strategies that work with at-risk students.

Descriptors: Content Mastery, Self-Esteem Programs, Middle/Jr. School (At-Risk), Cross-Age Tutoring, Individualized Learning

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: M & M (Motivation and More) Program
Contact: Sharon Alexander
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1989
Number Served: 35, 6-8 grade
Funding Sources: Regular budget
Budget Amount: $10,000
Staff Required: 1 staff person required

Program Objective: To help with organizational skills, encourage better study habits, and maximize learning time in the classroom. To develop a better sense of student responsibility toward education. To create greater opportunities for satisfactory socialization and contact with peers. To help the student set realistic goals. To motivate the student and improve self-esteem.

Program Description: At-risk students may come to the M & M Center any day before or after school. An aide is available for students during their lunch period. Students may come to the center during class time only after receiving teachers' instructions, class discussion, or when the lab or film is completed. Highlighted books, laminated materials, computers, calculators, and study guides are available.

Evaluation Process and Results: Results are seen through students' grades and changes in their educational attitudes.

Training Needed for Teachers, Administrators, and Staff: No training required.

Descriptors: Content Mastery, Study Skills, Self-Esteem Programs, Motivational Programs, Middle/Jr. School (At-Risk)

Program Name: Mathematics In My Neighborhood
Contact: Bea Falvo
Campus: Carter, Hutcheson, and Nichols Junior High Schools
Address: 1203 West Pioneer Parkway
City, State Zip: Arlington, Texas 76013-6246
Phone: 817-459-7400
District Name: Arlington ISD
ESC Region: 11
Date Program Began: 1989
Number Served: 500, 7-8 grade
Funding Sources: District funds
Budget Amount: N/A
Staff Required: Minimum of 2 teachers per night/per campus/per semester

Program Objective: To communicate the district mathematics program to the parents and community. To allow parents to become more familiar with the concepts presented in each course. To encourage parents and their students to establish lines of communication regarding school activities and studies. To help diminish parental attitudes that they, the parents, cannot do mathematics. To help erase the student and/or parental concepts that mathematics cannot be fun.

Program Description: Hallway banners and flyers are placed in the classrooms, offices, and hallways to advertise programs. Students are given information and an "intent to attend" form that must be signed by the students' parent or guardian and returned to the mathematics teacher. Teachers introduce the program concepts, tying them into concepts covered in class. Students and parents work together in small groups. The session ends with refreshments as the parents answer an evaluation form. Handouts with fun activities that can be done at home are given to the parents.

Evaluation Process and Results: Summative evaluations of each session and parental suggestions are analyzed, along with the number of forms returned and a list of those actually in attendance. An increase or decrease is analyzed.

Training Needed for Teachers, Administrators, and Staff: A one-week Marilyn Burns Educational Associates Mathematics Solution workshop, or inservice training.

Descriptors: Mathematics, Parental Involvement Programs, Parent Education Programs

Program Name: Mediation
Contact: Marcia Cameron or Jean Vandenbos
Campus: Spring Woods Junior High School
Address: 9810 Neuens
City, State Zip: Houston, Texas 77080
Phone: 713-468-5434
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 3-8 grade
Funding Sources: Fund raiser, activity fund
Budget Amount: N/A
Staff Required: Sponsor

Program Objective: To develop problem-solving skills. To build self-esteem and develop the ability to positively direct emotions. To prevent violence and physical abuse through creation of a more peaceful environment. To give students a feeling of ownership in the management and environment of their school.

Program Description: Mediation provides students an opportunity to solve disputes nonviolently. Students involved in a conflict may request a mediation session that will be scheduled during that school day or the following day. The disputants then meet with a trained student mediator to reach and sign an agreement. All mediations are confidential and the written agreement is kept on file.

Evaluation Process and Results: The team of student mediators meets with adult sponsors every two weeks to process mediations that have occurred and to discuss successful techniques as well as difficulties encountered during mediations.

Training Needed for Teachers, Administrators, and Staff: 15 hours initial training for students involved in mediation, provided free by Houston Dispute Resolution Center.

Descriptors: Decision-Making Skills, Self-Esteem Programs, Citizenship

Program Name: Mentoring Partnership
Contact: Maria Ferrier
Campus: District program
Address: 11914 Edwards Road
City, State Zip: San Antonio, Texas 78252-2647
Phone: 512-622-3488
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1989
Number Served: N/A
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Advisory council composed of business and school district personnel, local campus administrator

Program Objective: To foster self-esteem, enabling children to believe in themselves for today and tomorrow. To enhance reading appreciation and vocabulary development as a means of motivating students to find enjoyment in the process. To expand the horizons for children and broaden their vision for the future.

Program Description: Mentoring means getting to know another individual and then acting as a support to the individual. Both mentors and students fill out an interest survey. These surveys are used in matching mentors with their students. Some of the variables considered are preference of day of the week to meet, time of day, gender, languages spoken, and interests. The Southwest ISD provides training for mentors at Kelly Air Force Base during the regular work day. Each participant is provided with a packet containing guidelines for mentoring and activities to motivate students. Mentors meet with their students on a weekly basis for one hour. The tutoring portion of the mentoring program focuses on reading. These sessions are scheduled during the students' regular language arts block. Mentoring takes place at the student's school campus.

Evaluation Process and Results: The program is evaluated through improvement in overall academic performance and attendance.

Training Needed for Teachers, Administrators, and Staff: The Southwest ISD director for elementary curriculum provides inservice training for mentors during the regular work day. Each participant is provided with a packet of guidelines and activities to motivate.

Descriptors: Tutorial Programs, Community Involvement, Mentoring Programs

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Mission Possible
Contact: Dr. Gwen Schroth
Campus: Greenville Middle School
Address: P. O. Box 1022
City, State Zip: Greenville, Texas 75401
Phone: 903-457-2621
District Name: Greenville ISD
ESC Region: 10
Date Program Began: 1989
Number Served: 760, 7-8 grade
Funding Sources: District funds
Budget Amount: No extra budget required
Staff Required: Regular staff

Program Objective: To use site-based management. To provide continuous improvement to the educational program at Greenville Middle School. To involve the efforts of the entire staff in the campus grievance process.

Program Description: The staff examined their beliefs regarding the school and articulated the school's mission. They then identified five major areas needing change: discipline, communication, motivation, learning expectations, and accountability. Staff, a parent, and a community member were assigned to each team. The teams planned the strategies to remedy the problem area assigned to them. They then planned activities for implementation of the strategies and took responsibility for carrying out their progress in large group meetings. One inservice day and three three-hour after-school meetings were needed to accomplish the initial phase of the program. Short meetings are held regularly to check each team's progress. Crucial to the development of the project is training in inductive and deductive thinking processes, formation of a common vocabulary, conducting effective meetings and the identification of conflict resolution strategies and techniques.

Evaluation Process and Results: Each team formulated evaluation procedures appropriate for its area. Evaluation of the entire program will be a yearly procedure. Each staff member uses the final document as a foundation for departmental and individual planning.

Training Needed for Teachers, Administrators, and Staff: Management and leadership training.

Descriptors: Team Planning, Community Involvement, Parental Involvement Programs, Collegial Planning, Participatory Decision Making (Site Based Management)

Program Name:	Modified Block
Contact:	Vern Alexander
Campus:	Jackson Middle School
Address:	305 West Warrior Trail
City, State Zip:	Grand Prairie, Texas 75053
Phone:	214-264-2704
District Name:	Grand Prairie ISD
ESC Region:	10
Date Program Began:	1987
Number Served:	790, 6-8 grade
Funding Sources:	None
Budget Amount:	None
Staff Required:	Regular staff

Program Objective: To provide a variety of teaching strategies and, due to the extended class periods, expand opportunities for critical thinking and purposeful learning. To provide a wider range of electives for student exploration. To offer an additional elective each year.

Program Description: The modified block eight-period schedule allows for the addition of more electives and provides a vehicle to meet the needs and interests of pre-adolescent students. Classes in the program meet for 90-minute periods on alternating days. The program provides more opportunities to explore a variety of subjects. The modified block schedule allows more in-depth concentration on a day-to-day basis. The teacher has time to reach the many learning styles reflected in a middle school student, while allowing the student to think and evaluate. The program also cuts passing period time in half, allowing for the concentration on academic class time.

Evaluation Process and Results: Significant academic strength was demonstrated in the results of the TAAS test with Jackson Middle School attaining the highest writing score for any secondary school in the Grand Prairie ISD. The TAAS test scores were among the highest scores in the district in mathematics and reading. By adding additional electives such as cultural studies and Spanish, the needs of the minority students were addressed. Cultural enrichment and pride has been exhibited in the behavior of students. Students initiated many committees and programs emphasizing Cultural Awareness Week and special events. The success rate of Jackson Middle School students has improved each year the program has been in effect. Writing with a purpose has extended the academic success of Jackson students leading to many community involvement projects such as the adoption of a local nursing home, school newspaper, creative writing magazine, and correspondence with the military men and women in the Desert Storm Campaign.

Training Needed for Teachers, Administrators, and Staff: The second year of the program, cooperative learning workshops and inservices addressing a variety of teaching techniques were presented to help the teachers use the extended time.

Descriptors: Flexible Scheduling

Program Name: Murchison Quality Circle
Contact: Isabel Cortez
Campus: Murchison Middle School
Address: 3700 North Hills Drive
City, State Zip: Austin, Texas 78731
Phone: 512-345-0674
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 1128, 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: Teachers and 3 administrators

Program Objective: To provide training to teachers and communicate with them about programs, problems, policy changes, coming events, and opportunities. To gather input from teachers to help make decisions in the model of School Based Improvement and consensus building.

Program Description: Murchison Middle School teachers have two conference periods a day. Once each week, a quality circle meeting is scheduled to provide information and training to teachers. Teachers are divided up by conferences and then meet every Tuesday except the first Tuesday of the month, which is used for a schoolwide faculty meeting after school.

Evaluation Process and Results: Teachers view the meetings as productive.

Training Needed for Teachers, Administrators, and Staff: Inservice.

Descriptors: Staff Development/Inservice Training,
Participatory Decision Making (Site Based Management)

Program Name: M.A.P. - Mustang Assistance Program
Contact: Don Dalton
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1989
Number Served: 700, 6-8 grade
Funding Sources: District funds
Budget Amount: N/A
Staff Required: 10 staff

Program Objective: To provide the most efficient and effective way to intervene with students and/or their parents to ensure that each student's Canyon Vista experience is as successful as possible.

Program Description: The Mustang Assitance Program (M.A.P.) is made up of a core team of administrators, counselors, the school nurse and teachers (10 on CVMS campus) who meet weekly to review students and make decisions regarding the best way to help each student. Referrals are made to the core team either by the academic team of teachers, an individual teacher, or any concerned person on the campus. When a referral is received, behavior checklists are sent out to all the student's teachers. When the checklists are returned the behaviors are tallied and put on a composite form for review by the team. The MAP team reviews the information, assigns a key person (one who takes primary responsibility for the student during the process), and makes an initial determination. Intervention may include referrals to tutorials or an at-risk aide, behavior contracts with the student, contact with parents, individual or group counseling on campus, meeting with the student on an informal basis, or recommending outside assessments for suspected alcohol-and-drug-related or psychological problems. Written communication is given to teachers regarding steps being taken.

Evaluation Process and Results: A follow-up behavior checklist is sent out within four weeks and a re-evaluation of necessary action is made at that time by the core team. This helps to evaluate steps taken. Feedback from students and parents aids in the evaluation process.

Training Needed for Teachers, Administrators, and Staff: Youth Empowering Systems. Four-day training provided during the summer by the school district; principal, assistant principal, nurse, three counselors, and four teachers trained during the first year.

Descriptors: Student Assistance Programs

Program Name: Oliveira Intermediate Academic Teaming
Contact: Carlos Garza
Campus: Oliveira Intermediate School
Address: 444 Land O'Lakes Drive
City, State Zip: Brownsville, Texas 78521
Phone: 512-548-8530
District Name: Brownsville ISD
ESC Region: 01
Date Program Began: 1990
Number Served: 967, 7-8 grade
Funding Sources: Instruction funding under functions 11 and 23; no additional funding provided for implementation
Budget Amount: $10,536
Staff Required: Regular staff of 67 teachers

Program Objective: Our objectives were to allow our faculty more flexibility in expanding their educational activities and have more control of their students by working as an educational team. Of utmost importance is to help each student succeed academically.

Program Description: Academic teaming has allowed our five core subject area teachers more insight into the educational needs of their commonly-shared students. Each five-teacher team has approximately 120 students in common and we have implemented heterogeneous groupings in our regular education program. Our teams have a common planning period where teachers meet with parents and students. All of our teachers also have a conference period. Prior to our first period, we have an advisory period where twice a week we have silent reading; on the other three days we have tutorial sessions, retesting time, and general lessons dealing with diverse topics. We are having our teams inserviced on conducting interdisciplinary units and having each team initiate a unit during this spring term. Our teams meet daily for planning and orientation for parents and students.

Evaluation Process and Results: Our students have experienced more academic success this school year. Our heterogeneous grouping has eliminated the basic student mentality and has challenged and provided success to some who felt they could not excel. Since our regular education classes are heterogeneously grouped, all of our students qualify for financial awards as provided through the Texas Southwest College Endowment Fund. Oliveira's faculty is a united, dedicated and innovative group that works together and has produced positive educational results. Our concepts and procedures for academic teaming will be implemented by the other four intermediate schools in Brownsville.

Training Needed for Teachers, Administrators, and Staff: Ten teachers visited a middle school in the Houston area to see the program in action. Our faculty has continued to show an added enthusiasm for the program, and our school is now encouraging all of the intermediate schools to use the team teaching approach.

Descriptors: Interdisciplinary Teaching, Team Planning, Team Teaching, Advisor/Advisee, School-Within-a-School, Heterogeneous Groups, Flexible Scheduling

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Operation Achievement
Contact: Richard McCormick
Campus: Georgetown Junior High School
Address: 603 Lakeway Drive
City, State Zip: Georgetown, Texas 78628-2843
Phone: 512-863-6595
District Name: Georgetown ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 40, 7-8 grade
Funding Sources: N/A
Budget Amount: $30,000
Staff Required: 6-8 university pupils

Program Objective: To improve academic achievement and involve the junior high students with positive role models

Program Description: This program brings between 30-40 at-risk seventh grade students to Southwestern University once a week after school for tutoring by college students. The program has seen the university director of multi-cultural affairs and approximately eight university students working effectively with this group of students to improve academic achievement and involve junior high students with positive role models. The program also allows the junior high school students an opportunity to participate in enrichment activities provided by university and community facilitators.

Evaluation Process and Results: Regular students' class grades have improved and major positive changes have been noted in behavior.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Tutorial Programs Minority Recruitment and Retention, University-School Partnerships, Multi-Cultural, Middle/Jr. School (At-Risk), Clearinghouse on Promising Educational Programs, Mentorships,

Program Name: Operation Big Screen
Contact: Maria Ferrier
Campus: District program
Address: 11914 Edwards Road
City, State Zip: San Antonio, Texas 78252-2647
Phone: 512-622-3488
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 4000, 6-8 grade
Funding Sources: Private donations, Act III, Presidio Theaters
Budget Amount: $10,000 to make the video, $1,000 for transportation
Staff Required: Depends on number of students

Program Objective: To keep kids off drugs. To provide prevention and intervention.

Program Description: This program is a partnership with Santikos/ACT III theaters to provide facilities to enhance educational and informational films in a theater atmosphere for students, parents, and community.

Evaluation Process and Results: The success of this program is measured by the active student involvement in the drug prevention program.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Community Involvement, Parent Education Programs, Drug Education

Program Name: Operation Share
Contact: Kay Banks
Campus: Burleson, P G Hughes Junior High
Address: 316 S W Thomas
City, State Zip: Burleson, Texas 76028
Phone: 817-447-5750
District Name: Burleson ISD
ESC Region: 11
Date Program Began: 1990
Number Served: 1200, 7-9 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 1 coordinator, P.T.O. volunteers

Program Objective: To help youth in grades 7-9 give of themselves to make their school and community a better place. To build each student's self-confidence, leadership skills, and abilities to set goals and work with others to reach the desired goals set by the group.

Program Description: Our program works by giving students information on projects that are available in their area for which they can volunteer. We have speakers come to classes and describe each service, and we give students a chance to volunteer to do community service. This includes working with a special education class; tutoring other students; selling items for our SADD/DARE programs and Desert Storm; setting up decorations for the community; doing flag ceremonies; visiting local nursing homes; giving services at local hospitals; collecting money, clothing, food, and gifts; and writing letters and sending gifts to soldiers overseas. Our students also make items for patients in local hospitals and nursing homes, volunteer at a night shelter, and make Christmas cards.

Evaluation Process and Results: Total number of student hours in the project: 33,988.33; Amount of money collected: $8,564.33; P.T.O. Adult Volunteer Hours: 74; P.T.O. Adult Hours: 1,959.5; Teacher volunteers: 176; Teacher hours: 616.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Community Involvement, Volunteer Programs, Self-Esteem Programs, Citizenship

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Orientation Advisory
Contact: Linda Sheehan
Campus: E. A. Olle Middle School
Address: 9200 Boone Road
City, State Zip: Houston, Texas 77099
Phone: 713-983-8455
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 6-8 grade
Funding Sources: N/A
Budget Amount: NA
Staff Required: 1 advisor, occasionally 1 teacher's aide and 1 student aide

Program Objective: To reduce the apprehension and isolation experienced by new students when changing schools during the school year. To provide new students with the opportunity to make a smoother transition into the rules and routines initiated by administrators and teachers at the beginning of the school year. To provide a daily opportunity for new students to ask questions and receive individualized attention in a setting where peers are all newcomers, being new is a common bond, and students do not have to deal with established social cliques. To provide a consistent, systematic approach to orienting new students, something not always possible in a school with 80 different advisors enrolling new students every day.

Program Description: All students at Olle Middle School attend an advisory period from 8:45 a.m. - 9:15 a.m. daily. After the second week of school in September, all new students are placed in Orientation Advisory for 10 school days prior to being assigned to a permanent advisory on an academic team. After new students have received a class schedule from the counselor and have had a tour of the building, they are introduced to the orientation advisor. The advisor provides the student with a student handbook, a copy of academic team rules (we have 11 different teams, each unique) and supply lists, a map of the school, and P.E. rules and regulations. The new student is asked to provide personal data and completes a student survey; this information is the basis of an individual student advisory file. The two weeks of Orientation Advisory are spent learning Olle "essentials" (report card procedures, tutoring hours, silent reading days, etc.) and taking notes about school rules for documentation and clarity of understanding. A mathematics placement test is also administered before orientation "graduation." The students and their folders are officially escorted to the new peer groups with information for their permanent advisors. When the number of students in Orientation Advisory gets too large, a teacher's aide helps maintain the individualized attention to the new enrollees.

Evaluation Process and Results: Orientation Advisory is evaluated by the principal in consultation with the school registrar, assistant principals, teachers, and secretaries on a continual basis throughout the year. Benefits to the faculty, staff and students, as observed by these ongoing evaluations, were observed to meet the criteria set forth by the program objectives. Students appeared to be more cognizant of rules and, in general, appeared to handle the transition with fewer resultant problems.

Training Needed for Teachers, Administrators, and Staff: No specific training. Positive attitude!

Descriptors: Advisor/Advisee, Orientation Programs

Program Name: P.A.S.S. - Parents As School Supporters Program
Contact: Amy A. Perkins
Campus: Harlandale Middle School
Address: 102 Genevieve St.
City, State Zip: San Antonio, Texas 78285-0901
Phone: 512-921-4340
District Name: Harlandale ISD
ESC Region: 20
Date Program Began: 1990
Number Served: 440, 5-7 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 1 coordinator, 2 teachers

Program Objective: To create a support program that will reinforce the skills that the child will need to succeed at the middle school level. To provide activities to ease the transition from 5th to 6th grade. To increase the involvement of parents in the education of their children in middle school.

Program Description: Six priority areas constitute P.A.S.S. program activities. Priority 1 provides reading and mathematics instructional materials and training for parents as home teachers. In many cases parents in the Harlandale School District have the desire to help their children at home but do not have an educational level above that of their children. Training sessions and packages are available for these parents. Under Priority 2, parents are trained in the use computers when assisting their children. They are provided training on the basic operations of computers and their use in instruction. Priority 3 is designed to teach parents new methods of communicating with children and school personnel. Parents participate in workshops dealing with the modeling of effective communication techniques. Priority 4 is intended to make the home environment conducive to productive learning. Parents attend counseling sessions concerning the topic of the stages of child development in order to better understand their children's behaviors and appropriate responses to these behaviors. Priority 5 relates to this same concept. Parents are taught how to use everyday household items and experiences to enhance their children's knowledge. Priority 6 involves parents of adolescents in special counseling sessions focusing on strengthening their parental relationship with the child as it relates to the adolescent moving into the secondary level of school.

Evaluation Process and Results: Periodic evaluations are administered to teachers, parents, and students to evaluate the effectiveness of the program.

Training Needed for Teachers, Administrators, and Staff: Inservice training is recommended. Training to facilitate volunteer programs for the parents of these students is also recommended.

Descriptors: Academic Support Programs, Counseling, Parent Education Programs, Parents as Teachers

Program Name: PACE Club
Contact: Maria Ferrier
Campus: District program
Address: 11914 Edwards Road
City, State Zip: San Antonio, Texas 78252-2647
Phone: 512-622-3488
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1987
Number Served: 50, 6-8 grade
Funding Sources: Pace Foods funds the teachers for these students
Budget Amount: N/A
Staff Required: 1 teacher per 10 students

Program Objective: To help the students gain self-esteem and academic skills.

Program Description: Originally an after school tutorial program aimed at 25 high at-risk students teamed with five teachers, the program has evolved into a full-time language arts program for grades 6, 7, and 8 on a 6-10 students per teacher ratio. PACE teachers are responsible for teaching six classes per day. Students are selected by grades, teacher recommendation, and evaluation of academic test scores. Students attend PACE Club one period per day and regular classes for the remaining periods.

Evaluation Process and Results: All students in the program pass.

Training Needed for Teachers, Administrators, and Staff: Regular training.

Descriptors: Tutorial Programs, Community Involvement, Language Arts, Middle/Jr. School (At-Risk)

Program Name: Parent Involvement - Parent Report Card Pickup
Contact: Linda Bower
Campus: Spring Branch Junior High
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 950, 6-8 grade
Funding Sources: No extra funding needed
Budget Amount: $600
Staff Required: Regular staff

Program Objective: To bring parents to the school and give parents an opportunity to meet with teachers. To facilitate report cards getting into the parents' hands.

Program Description: Two evenings during the school year parents come to the school between 5:00 and 7:00 pm to pick up their child's report card. Counselors greet parents and give them their child's report card. Teachers are available by grade level in designated areas of the building to meet with parents. Baby-sitting is available for younger children to provide stress-free conferencing.

Evaluation Process and Results: Excellent parent turnout. Parents come to school who do not usually do so.

Training Needed for Teachers, Administrators, and Staff: One faculty meeting to explain the logistics of the grade level pick-up of report cards.

Descriptors: Parental Involvement Programs

Program Name: PASS - Parents Assisting Students
Contact: Dr. Jacqueline H. Cobbin
Campus: Spring Branch Junior High School
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 80, 7-8 grade
Funding Sources: PTA
Budget Amount: $100
Staff Required: 1 staff person

Program Objective: To raise the academic achievement levels of students identified as at risk. To reduce the failure rate in mathematics, social studies, and language arts. To promote student services. To assist on an individual basis with classwork, homework, and other assignments related to the state essential elements.

Program Description: The PASS Program is designed to provide individual (one-to-one) instruction by parents for students who are identified by counselors as at risk of school failure. Materials, visuals, and other instructional aids are provided by the classroom teacher with some fundamental items such as flashcards, maps, and graphs purchased with PTA funds. 193 parent volunteers have served the school this year. Of that number, approximately 34 of those parents spend one hour or more assisting students referred for tutoring from mathematics, social studies and language arts classes.

Evaluation Process and Results: Student growth is monitored each six weeks with incentives given to students as achievement and growth are denoted. Anecdotal records are also kept to ensure that program documentation is accurate.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Tutorial Programs, Middle/Jr. School (At-Risk), Parental Involvement Programs, Parents as Volunteers

Program Name: Partners in Learning
Contact: David Adams
Campus: Alamo Junior High School
Address: 3800 W Storey
City, State Zip: Midland, Texas 79703
Phone: 915-689-1700
District Name: Midland ISD
ESC Region: 18
Date Program Began: 1989
Number Served: 100, 7-8 grade, 100 elementary
Funding Sources: None
Budget Amount: None
Staff Required: 2 junior high counselors and the cooperation of five 7th and 8th grade reading teachers, 1 elementary counselor and the cooperation of elementary teachers

Program Objective: To instill a positive and successful attitude about learning in school. To build self-confidence and reinforce the importance of staying in school. To offer junior high at-risk students an opportunity to serve as positive role models for younger students. To review and reinforce basic skills.

Program Description: One day each week in every class period (7 periods), several Alamo reading and ESL students cross the street to assist Bonham students with reading, mathematics, and language. 100 7th and 8th grade Alamo Junior High reading and ESL students tutor 100 Bonham Elementary students one-on-one. Bonham teachers select specific students who can use assistance with basic skills. We find that this cross-age tutoring is beneficial to both levels of students. The junior high students serve as positive role models while assisting the elementary students, and at the same time they are building self-confidence, reviewing basic skills and reinforcing the importance of staying in school.

Evaluation Process and Results: The feedback that we are receiving is very positive, which leads us to believe that this program is successful. The eagerness to participate in this program is demonstrated by the students at both campuses. Junior high students volunteer to take the place of someone who is absent. The ESL students have been rewarded with thank-you notes from the Bonham bilingual students. Teachers involved are very pleased with the program, expressing a desire to see it expanded. The principals at both schools are pleased with this program and are looking forward to continuing with it next year.

Training Needed for Teachers, Administrators, and Staff: Planning and implementation are the keys to this program. Special training is not required since the students are the ones who do the work.

Descriptors: Cross-Age Tutoring, Middle/Jr. School (At-Risk)

Program Name: Paving the Way
Contact: Jo Shaw Kiley
Campus: District program
Address: 3210 W. Lancaster
City, State Zip: Fort Worth, Texas 76107-3010
Phone: (817) 878-3735
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: 1987
Number Served: 6-8 grade
Funding Sources: District funds and funds from the Aetna Foundation
Budget Amount: N/A
Staff Required: N/A

Program Objective: To prepare at-risk and minority middle school students for enrollment in and successful completion of higher education. To encourage planning for higher education by middle school students and their families. To encourage communication between students and parents about the child's future and educational career. To motivate students to reach their own potential.

Program Description: The program is based on a series of student-parent workshops, classroom activities, and advisory program activities. Student-parent workshops are held for 7th and 8th grade students and their parents in all middle schools for four weeks beginning in February. Special invitations are extended to honor roll students, students who score well on standardized achievement tests, and students identified by their academic teams of teachers as having college potential. Teachers on academic teams prepare special classroom activities to encourage an awareness of higher education. College and university shirts and pennants are frequently displayed in the middle schools. Skills such as goal setting and decision making are developed and applied during advisory programs. Counselors meet with parents and students to review achievement records and prepare course selections.

Evaluation Process and Results: N/A

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Decision-Making Skills, University-School Partnerships

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Paw Power
Contact: Linda Bower, Carla Zembal
Campus: Spring Branch Junior High School
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 130, 6-8 grade, however the entire student body is served
Funding Sources: PTA, PIE (Partnership in Education Program), donations, fund raisers
Budget Amount: $200-$300
Staff Required: 1 teacher sponsor

Program Objective: The primary goal of Paw Power is to inspire school spirit and pride at Spring Branch Junior High among our diverse student population. Paw Power takes great pride in promoting the school motto, "I'm Making A Difference At Spring Branch Junior High!"

Program Description: Through activities such as Spirit Assemblies, which feature student groups, Paw Power attempts to include as many students as possible in a positive school experience by recognizing them for a wide variety of achievements. Paw Power also promotes school spirit by sponsoring school-wide Spirit Days. For example, February 14 was Heart Day where Paw Power members made and distributed red paper hearts to every student and faculty member in Spring Branch Junior High. Parent volunteers sponsor Paw Power committees: Spirit Board (bulletin board of school events and activities), Teacher Morale, Spirit Scrapbook, Spirit Assemblies, Publicity, Decorations, and General Spirit (spirit days and special functions). A teacher sponsor coordinates committee activities and acts as liaison to the faculty. Students are recruited at the beginning of the school year. Membership is open to 6th, 7th, and 8th grade students who wish to make a difference. Paw Power meets approximately two times per month during the school day (activity period). This promotes a higher level of inclusion among students who have other commitments outside the school day.

Evaluation Process and Results: Feedback from students, parents, and faculty is used throughout the year to evaluate the Paw Power program and make adjustments. Increased school pride and campus ownership among students has been evident since the inception of Paw Power. In addition, schoolwide discipline problems have decreased, while parent involvement has increased.

Training Needed for Teachers, Administrators, and Staff: No formal training is required. However, frequent and open communication between the sponsor, administration, and parent volunteers is vital for program success.

Descriptors: Participatory Programs and Clubs, Parents as Volunteers

Program Name: Peer Alcohol/Drug Education
Contact: Marvin Boyd
Campus: District program
Address: 3210 West Lancaster
City, State Zip: Fort Worth, Texas 76107
Phone: 817-336-8311 Ext. 425
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: 1979
Number Served: 3000+, grade 7 science students
Funding Sources: District monies
Budget Amount: N/A
Staff Required: N/A

Program Objective: To provide the information necessary to allow young people to make informed, responsible choices about the use of drugs during the formative years of adolescence.

Program Description: The program centers around students who receive special training in alcohol and other drug abuse prevention. Following the training, the students present a basic unit on alcohol and other drugs in the seventh grade science class.

Evaluation Process and Results: Surveys of teachers and students.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Substance Abuse Programs, Peer Counseling, Dropout Information Clearinghouse

Program Name: P.R.O.S. - Peers Reaching Out and Sharing
Contact: Michael Stephens
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1986
Number Served: 750, 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: 1 P.R.O.S. coordinator

Program Objective: To provide one-to-one peer counseling through the Peers Reaching Out and Sharing (P.R.O.S.) Big Brothers/Big Sisters program. To provide small group peer counseling through Canyon Vista's Advisory classes.

Program Description: The essential components of the program are high school volunteers (juniors and seniors) helping young adolescents cope with their problems. Through the Big Brothers/Big Sisters program, fully trained P.R.O.S. come from Westwood High School once a week to visit with their little brother/sister. They discuss a wide variety of topics associated with problems occurring in the life of the student. Advisory visits provide small groups (between 20-30 P.R.O.S.) from Westwood High School visiting advisory period classes once a week for small group discussions pertaining to typical teenager problems and situations.

Evaluation Process and Results: Program monitoring and evaluation are ongoing processes, both from counselors and teachers at Canyon Vista and the P.R.O.S. Coordinator at Westwood High School.

Training Needed for Teachers, Administrators, and Staff: The program is best administered through the counseling department; however, counseling credentials are not necessary to facilitate the program. No special training is required by the staff.

Descriptors: Mentorships, Peer Counseling

Program Name: Prime Choices
Contact: Joe M. Bartlett
Campus: Hill Country Middle School
Address: 1300 Walsh Tarlton Lane
City, State Zip: Austin, Texas 78746
Phone: 512-327-3771
District Name: Eanes ISD
ESC Region: 13
Date Program Began: 1985
Number Served: 656, 6-8 grade
Funding Sources: Local sources
Budget Amount: No additional funding
Staff Required: Regular staff

Program Objective: To provide students with a core group of courses that will lead to academic success. To integrate academics in order for students to realize relationships within and among disciplines. To develop a logical sequence of opportunities for the students to accelerate successfully academically.

Program Description: Students at Hill Country Middle School enroll in a core academic curriculum that provides opportunities for interdisciplinary learning, higher order thinking skills, and academic enrichment. Research skills are taught in all grade levels in a blocked English language arts class. In each grade, English language arts students engage in a year-long research project that draws from other disciplines and includes cooperative learning instructional strategies. In mathematics, a locally developed course called Integrated Algebra and Geometry is offered. The course incorporates the fundamentals of algebra and geometry into a year-long curriculum. The course demonstrates strong correlations between the two sets of mathematics concepts and provides students with time for exploratory learning. Science instruction at Hill Country Middle School is augmented with cooperative learning and hands-on and computer-assisted instruction. In the sixth grade, students are involved in an interdisciplinary curriculum on weather produced by the National Geographic Society. In the eighth grade, students in earth science go on an expedition to Pedernales Falls State Park. In social studies, students work with local historical societies, focus on current political events, and have special geography awareness week activities.

Evaluation Process and Results: The core curriculum is evaluated in several ways. Both the TAAS and the CAT tests are given annually. The scores are consistently among the top in the nation; 99% of all students pass all classes. Students have received several academic awards.

Training Needed for Teachers, Administrators, and Staff: Specific subject area training is needed to assist in the development of teaching delivery. Three times per year, curriculum workshops are held throughout the district for teachers to share ideas, strategies, and analyze the curriculum. These half-day workshops are teacher led and teacher generated.

Descriptors: Curriculum, Integrated Curriculum, Cooperative Learning

Program Name: Project Ocean
Contact: Dale Pitts
Campus: Brundrett Middle School
Address: P. O. Box 1297
City, State Zip: Port Aransas, Texas 78373-1297
Phone: 512-749-5500
District Name: Port Aransas ISD
ESC Region: 02
Date Program Began: 1987
Number Served: 6-8 grade
Funding Sources: Regular budget, grant from San Francisco Bay Chapter of Oceanic Organization, volunteers from UT Marine Science
Budget Amount: $3,000
Staff Required: Regular staff

Program Objective: To provide all students a coordinated marine science curriculum and environmental education. Project Ocean also provides an opportunity to increase parental and community involvement and to improve school unity and communication.

Program Description: Project Ocean is a cooperative effort between Port Aransas ISD and The University of Texas Marine Science Institute. The Project Ocean curriculum provides a study of such marine habitats as rocky seashore, sandy beaches, marshes and mud flats, turtle grass beds, barrier islands, the Gulf of Mexico and bays and estuaries. The study of each habitat incorporates the disciplines of earth and physical science, biological science and human interactions with marine environment. This interdisciplinary study includes activities in mathematics, social studies, language arts and art. Lessons feature innovative hands-on learning experiences. After several weeks of study, the entire school participates in Oceans Week, during which the ocean becomes the centerpiece of the entire school curriculum.

Evaluation Process and Results: Parents and students are enthusiastic about the program. Students list the project as their favorite curriculum.

Training Needed for Teachers, Administrators, and Staff: Training, resources, and technical assistance are provided by UT Marine Science Institute.

Descriptors: Cooperative Learning, Interdisciplinary Teaching, Community Involvement, Environmental Science

Program Name: R.A.P. - Remedial Academic Program
Contact: David R. Haller
Campus: Johnston Middle School
Address: 10410 Manhattan
City, State Zip: Houston, Texas 77096
Phone: 713-723-1951
District Name: Houston ISD
ESC Region: 04
Date Program Began: 1990
Number Served: 60, 6-8 grade
Funding Sources: District funding
Budget Amount: $6,000
Staff Required: 4 teachers

Program Objective: To facilitate the development of positive student attitudes toward school. To foster positive teacher/student relationships. To improve student self-esteem. To support and remediate TAAS and MAT6 skills. To widen the experiential base of the students.

Program Description: The R.A.P. program meets at Johnston Middle School on Saturdays. Students attend field trips throughout the Houston area to locations such as the Livestock Show, the Museums of Fine Arts and Natural Science, the Battleship Texas, the Houston Zoo, the Mercer Arboretum, and the Taylor-Stevenson Ranch. Students work on pre- and post-field trip activities developed by the teachers. Students keep Saturday Journals for reflective writing about their experiences. They also write about their feelings concerning school, relationships, and esteem. They learn to improve social skills.

Evaluation Process and Results: Several evaluations were implemented: pre- and post-writing assignments concerning attitudes toward teachers and learning, a comparison of grades between the third and fifth grading periods. Student writing demonstrated a more positive attitude towards teachers and the learning process. Students' self-esteem improved and special relationships and bonds were formed with the teachers in the program. Like scale evaluations compared attitudes before and after this program. A marked improvement was demonstrated.

Training Needed for Teachers, Administrators, and Staff: None. This program is a collaborative administrator-teacher developed program designed specifically for Johnston Middle School students.

Descriptors: Enrichment, Remedial Programs (Basic Skills Development), Saturday School Programs

Program Name: Reading-Writing Workshop/Approach to Teaching the Language Arts
Contact: Linda Ellis
Campus: Lovelady Junior High School
Address: P. O. Box 250
City, State Zip: Lovelady, Texas 75851-0250
Phone: 409-636-7483
District Name: Lovelady ISD
ESC Region: 06
Date Program Began: 1985
Number Served: 80, 6-7 grade
Funding Sources: Chapter I, research grant from Texas State Reading Association, and personal
Budget Amount: $1,000: start-up; $400/yr: to update; $400/teacher: training
Staff Required: 1 teacher

Program Objective: To improve language arts skills through an integrated approach. To improve attitudes toward reading and writing and to instill in students a desire to become independent learners. To create life-long readers and writers. To provide for individualized instruction in heterogeneous groups of students. To provide opportunities for cooperative learning. To provide a risk-taking atmosphere where students gain an appreciation for themselves and each other. To provide opportunities for students to develop critical thinking skills.

Program Description: Reading workshop involves a 50-minute time period in that students read from self-selected books and confer with the teacher. The teacher begins the period by reading aloud to students, and modeling effective reading strategies. The students then take their self-selected books to chosen places in the classroom to read. They are allowed to confer with the teacher or visit the extensive classroom library only when they sign their name on the board. During this reading time the teacher either reads along with the students or confers with them. This period is followed by a writing workshop where students write on self-selected topics. The teacher begins the period with a mini-lesson. The students write or confer for the remainder of the period. The computer lab is used to put all writing on the word processor. Skills are taught through student writing.

Evaluation Process and Results: Documented research shows improvement in test scores and attitudes.

Training Needed for Teachers, Administrators, and Staff: Writing Institute sponsored by New Jersey Writing Project in Texas; preferably a reading specialist certification for teacher or at least one course in corrective reading taken within the last five years providing strategies for improving reading through a top-down, interactive process approach. If it is not possible to provide this extensive training, the training can be provided through inservices. Support groups that meet once a week after school for thirty minutes have provided training for other teachers of our campus.

Descriptors: Chapter I, Cooperative Learning, Reading Skills

Program Name: Reengage Families in Education
Contact: Sue McGown
Campus: Bleyl Junior High
Address: 10800 Mills Road
City, State Zip: Houston, Texas 77070
Phone: 713-897-4340
District Name: Cypress-Fairbanks ISD
ESC Region: 04
Date Program Began: 1987
Number Served: 1254, 6-8 grade
Funding Sources: Fund raising sources
Budget Amount: $10,000
Staff Required: All teachers and administrators

Program Objective: To use parents in all aspects of the school environment for the improvement of the quality and effectiveness of our school.

Program Description: Parents are decision makers as they serve as voting members of the School-Site Council. This collaborative open-door policy has served to enhance membership in all areas where parents can offer their expertise. The volunteer program represents a cross section of the whole student population, including parents of special education and at-risk students. Volunteers assist in the attendance office and in the classroom as tutors and guest speakers. Many work in the library and edit and produce the newsletter mailed to the entire student body. In addition, parents decorate for and chaperone dances, type and assist as office helpers, serve on various committees, assist in the nurse's office, organize school supply sales and special events, and act as community liaisons for the instructional plan for Bleyl Junior High.

Evaluation Process and Results: Bleyl Junior High proudly boasts of a quality volunteer program designed to involve parents in every aspect of the Bleyl Instructional Plan. Last year approximately 250 parents volunteered more than 3000 hours in school service.

Training Needed for Teachers, Administrators, and Staff: Team/collaboration, Quality of Engagement, Cooperative Learning, Thinking Skills Theory, Nature of Thinking, Quality Schools Concept.

Descriptors: Parental Involvement Programs, Parents as Volunteers

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Rent-A-Reader Project
Contact: Deborah Palmer
Campus: Eisenhower Middle School
Address: 10333 Broadway St.
City, State Zip: San Antonio, Texas 78217-3887
Phone: 512-657-8700
District Name: North East ISD
ESC Region: 20
Date Program Began: 1988
Number Served: N/A
Funding Sources: Regular budget
Budget Amount: N/A
Staff Required: Reading teacher

Program Objective: To provide students a learning opportunity beyond the regular curriculum. To provide a service for teachers and the community.

Program Description: Seventh and eighth grade students apply their reading skills through the modeling of these skills in various subject areas. Science teachers can rent reading students one day each week to read aloud newspaper articles pertaining to current science topics. Special education students listen attentively as Rent-a-Readers present short stories. Second grade students from a feeder elementary school draw picture books as Rent-a-Readers present author biographies, introduce stories, review vocabulary, and give prepared book talks. In social studies, students follow oral map directions from Rent-a-Readers to locate hidden treasures. Other students predict endings to sudden-twist stories in English classes. Fees paid to Rent-a-Readers are in the form of soup labels for the local soup kitchen.

Evaluation Process and Results: There has been enormous support for the program by all involved.

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Motivational Programs, Middle School, Reading Skills, Science, Clearinghouse on Promising Educational Programs

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Rite Way Academy
Contact: Maria Ferrier
Campus: District program
Address: 11914 Edwards Road
City, State Zip: San Antonio, Texas 78252-2647
Phone: 512-622-3488
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 12, 6-8 grade
Funding Sources: Rite Way Cleaning Service funds the program
Budget Amount: None
Staff Required: 1 counselor

Program Objective: To give economically disadvantaged students a chance for enrichment opportunities and mentors that will follow them through high school and, possibly, college.

Program Description: The partnership was developed to encourage students to keep up their good grades and aim high. The students selected have good grades but are so poor they are at risk of dropping out of school before completion. The program offers these students mentors. Students also participate in monthly cultural and social outings planned to develop their curiosity and give them opportunities they may not ordinarily have. Scholarships to college are a long-range objective of the partnership. The program adopts the students, providing them with clothes, glasses, or other amenities not available to them. Students were chosen by the following criteria: extremely low socioeconomic conditions but average or above average intelligence; and showing potential but experiencing extreme poverty-limiting experiences beyond the regular classroom setting.

Evaluation Process and Results: N/A

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Enrichment, Community Involvement, Compensatory Programs, Self-Esteem Programs, Mentorships

Program Name: Rotation Schedule
Contact: Don Dalton
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1983
Number Served: 700, 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: Regular staff

Program Objective: To provide equal opportunity for each subject and break the monotony of the regularly scheduled school day. To allow students and teachers to be in a situation where learning occurs during optimal learning time; to provide all teachers an opportunity to teach students during peak performance.

Program Description: The first, second, sixth, seventh, and eighth period classes rotate daily. The advisory period, third, fourth, and fifth period classes remain the same. The weekly scheduling order is as follows:

MON: Advisory, 1, 2, 3, 4, 5, 6, 7, 8
TUE: Advisory, 8, 1, 3, 4, 5, 2, 6, 7
WED: Advisory, 7, 8, 3, 4, 5, 1, 2, 6
THU: Advisory, 6, 7, 3, 4, 5, 8, 1, 2
FRI: Advisory, 2, 6, 3, 4, 5, 7, 8, 1

Evaluation Process and Results: Questionnaires are sent to ninth grade students, parents, and teachers yearly. The responses are unanimous in support of the schedule.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Flexible Scheduling

Program Name: S.T.A.R. - Students Taking Advantage of Resources (Life Management Skills)
Contact: Linda Murray
Campus: Van Horn Junior High
Address: P. O. Box 899
City, State Zip: Van Horn, Texas 79855-0899
Phone: 915-283-2245
District Name: Culberson County ISD
ESC Region: 18
Date Program Began: 1989
Number Served: 96, 7-8 grade
Funding Sources: Local funds
Budget Amount: $200
Staff Required: 2 staff

Program Objective: To develop life management skills among students.

Program Description: Students are offered after-hours recreational activities in correlation with study-skills sessions. They also are aware of each others' needs and confide this information to a contact person who keeps an eye on any student who may have a particular need. If the need is of a serious nature, the person is approached and offered help. The program will be expanded to include a computer study enrichment lab class, to be held in place of a study hall/activity/homeroom period. The content area teachers will participate in this portion of the project by lending assignments and activities.

Evaluation Process and Results: Although we were operating on a very limited basis this year, we began to see a sincere concern for each other by the students. They would encourage one another in social, personal, and educational matters. It began with the Life Management Skills (LMS) Retreat (funded by the Migrant Program of Texas out of the Educational Service Center in Region XVIII) and expanded to activities on the junior high and high school campuses. It will involve all students who are interested and recruited by others. It began very informally and is developing into a more structured program.

Training Needed for Teachers, Administrators, and Staff: Limited -- teach study skills and decision-making skills.

Descriptors: Study Skills, Counseling, Decision-Making Skills, Life Management Skills, Middle/Jr. School (At-Risk)

Program Name: Schoolwide Study Skills Program
Contact: Earnestine Johnson/Doug Thomas
Campus: Waskom Middle School
Address: Box 748
City, State Zip: Waskom, Texas 75692-9537
Phone: 214-687-3361
District Name: Waskom ISD
ESC Region: 07
Date Program Began: 1989
Number Served: 300, 6-8 grade
Funding Sources: N/A
Budget Amount: $4500
Staff Required: 1 coordinator

Program Objective: To train teachers in multisensory teaching and integration of study skills.

Program Description: This program trains teachers to use a multisensory teaching approach, integrating student study skills into all content areas. Study skills taught include organizational and time management, note taking, memory improvement, test taking, reading in content areas, vocabulary development, and listening comprehension. A campus coordinator works with teachers on using the concepts in classes, maintaining visibility of the program, and recognizing students and teachers for outstanding accomplishments and unique ideas. Parental involvement is encouraged through group meetings and communications from teachers about student performances. Each teacher uses the study skills in every class, every period, giving students constant reinforcement for developing good habits and behaviors.

Evaluation Process and Results: 30% reduction in number of classes failed during the first two six weeks.

Training Needed for Teachers, Administrators, and Staff: Coordinator: 4 days training over two years.

Descriptors: Study Skills, Staff Development/Inservice Training, Learning Styles/Modalities, Teachers, Clearinghouse on Promising Educational Programs

Program Name: Shared Leadership
Contact: W. L. Sanders
Campus: Burleson, Pauline G. Hughes Junior High
Address: 316 S W Thomas
City, State Zip: Burleson, Texas 76028
Phone: 817-447-5750
District Name: Burleson ISD
ESC Region: 11
Date Program Began: 1985
Number Served: 1200, 7-9 grade
Funding Sources: Salaries and budgeted monies
Budget Amount: Small stipends are needed to compensate the members of the leadership team. Also, substitute pay will be needed to enable the members to be trained.
Staff Required: Existing staff

Program Objective: To decentralize school governance; share power with teachers, parents, and students by empowering them through inclusive practices. To develop professional and para-professional staffs that are composed of risk-takers and learners. To establish a culture based on high academic and behavioral expectations for all.

Program Description: Initially, a leadership team of twelve professionals is established by a Shared Leadership constitution. The team is composed of eleven department heads and the principal. All members of the team, with the exception of the principal, are voting members. Proposed policies are developed and presented to the leadership team for possible adoption by different task forces comprised of teachers, parents, and students.

Evaluation Process and Results: This concept of school governance and leadership has allowed the Burleson Junior High community to develop and implement programs that have substantially raised academic achievement, drastically reduced the failure rate, and consistently increased student attendance. This model has been presented at the National Middle School Conference. Team members have trained other schools in this concept.

Training Needed for Teachers, Administrators, and Staff: In order to fully understand the concept, to develop a constitution, and to implement the system, the leadership team must visit shared-leadership campuses, read appropriate literature, and participate in consensus building exercises.

Descriptors: Leadership Training, Collegial Planning, Participatory Decision Making (Site Based Management)

Program Name: Sixth Grade House
Contact: Linda Bower
Campus: Spring Branch Junior High School
Address: 1000 Piney Point
City, State Zip: Houston, Texas 77024
Phone: 713-468-1791
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 344, 6 grade
Funding Sources: General operating budget
Budget Amount: No special budget
Staff Required: 15 core center area teachers

Program Objective: To create small communities of teaching and learning for 6th grade students. To meet the emotional, physical, intellectual and social needs of our young adolescents. To increase teacher decision making concerning their students through a common team planning time. To integrate the curriculum. To begin the process of moving Spring Branch Junior High to become a true middle school.

Program Description: Sixth grade students at Spring Branch Junior High School belong to an interdisciplinary team in the Sixth Grade House. Students receive core content area instruction within their team. They leave the House for health, fitness, lunch and electives. The teachers on each team meet daily during a common planning period. This time is essential to the success of the House. The common planning time allows teachers to 1) meet with parents, 2) meet with the counselor, 3) meet with the 6th grade assistant principal, 4) plan interdisciplinary units, and 5) make instructional decisions for individual students or groups of students. An ongoing dialogue takes place between school personnel and parents. Each team has a teacher designated to contact parents to invite them to team meetings. Each team has a recorder who keeps a notebook of team meetings.

Evaluation Process and Results: The Sixth Grade House has provided a feeling of unity among students and faculty members and has improved communication between school and parents. The House has also increased standardized test scores and reduced 6th grade disciplinary referrals.

Training Needed for Teachers, Administrators, and Staff: In the spring prior to program implementation: faculty orientation to the middle school concept. In the summer prior to implementation: faculty and administrators attend district-sponsored Sixth Grade Retreat. Topics of the retreat include: team building, interdisciplinary teaming, the special needs of the young adolescent, goals of the middle school. During the school year: latest research provided in the professional literature; 6th grade level meetings to discuss successes and areas needing improvement; teacher exchange with other middle schools within the district and with other districts; Saturday seminars to continue learning about the middle school concept; Sixth Grade Teacher Weekend Retreat to plan interdisciplinary units.

Descriptors: Team Planning, Team Teaching, School-Within-a-School, Staff Development/Inservice Training

Program Name: Sixth Grade House
Contact: Rebecca Ford, Connie Pugh
Campus: Spring Woods Junior High School
Address: 9810 Neuens Road
City, State Zip: Houston, Texas 77080
Phone: 713-468-5434
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1989
Number Served: 400, 6 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: 5 core teachers

Program Objective: Recognition of positive student behavior and academic performance.

Program Description: At the close of each six-week grading period, one of the 6th grade academic teams, the Red Team, has a Pot of Gold Sweepstakes. Students who have achieved an A in a core subject area, those who have maintained a 100% homework average in a core subject, those who have maintained perfect school attendance, and those with all S's in conduct have their names placed on gold paper coins for a drawing of prizes donated by teachers, parents, and businesses. Children are assembled in the cafeteria for a team cheer and a celebration of positive student behavior.

Evaluation Process and Results: Students look forward to this enthusiastically, and we feel it has been a great motivator for overall student success.

Training Needed for Teachers, Administrators, and Staff: Inservice staff development.

Descriptors: Student Recognition, Motivational Programs

Program Name: Sixth Grade House/Interdisciplinary Curriculum
Contact: Lary Reap
Campus: Spring Oaks Junior High School
Address: 2150 Shadowdale
City, State Zip: Houston, Texas 77024
Phone: 713-464-2766
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: N/A
Number Served: 840, 6-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Regular staff

Program Objective: To bridge the transition from elementary to middle school. To create optimal conditions conducive to learning for students' array of needs and the cultural diversity of the student body. To establish an interdisciplinary curriculum through teacher cooperation and collaboration. To develop thematic units that foster a student's ability to explore and discover, promote self-understanding, and appeal to student interests. To create teams that share responsibility for a common group of students to address both their academic and development needs.

Program Description: The Sixth Grade House was created by teachers. As a means of fostering a positive school climate, the counselors and grade-level principals go to the feeder schools and talk to fifth grade students. During orientation, in order to arrest apprehension about entering Spring Oaks, teachers perform a humorous, original script, "Nightmare on Shadowdale." They also take students through a mock schedule, including lunch, and assist students with finding and opening their lockers -- a major concern of incoming fifth graders. The Sixth Grade House consists of two teams, composed of teachers from each core subject, providing a natural vehicle for collegial planning. In addition to a regular conference period, team members have a 50-minute common planning period. The Sixth Grade House is housed in one area of the school building to further foster the family environment component of the middle school concept. Using a thematic approach, teachers collaborate to produce interdisciplinary units.

Evaluation Process and Results: Informal data from questionnaires showed a 10% increase in students making the honor role from 1988 to 1989. From the successful results of Spring Oaks' implementation of the Sixth Grade House in 1989, the school board approved adoption of the middle school concept for all schools within the district with grades 6-8 in the 1991-92 school year.

Training Needed for Teachers, Administrators, and Staff: Inservicing on the components of the middle school concept. Inservicing on the creation of teams. Inservicing on monitoring the teams. Inservicing on creating interdisciplinary units.

Descriptors: Team Teaching, Team Planning, Flexible Scheduling, School-Within-a-School, Orientation Programs, Collegial Planning

Program Name: Sixth Grade Orientation Program: Nightmare on Rosefield, An Original Play
Contact: Susan Wolf
Campus: Northbrook Middle School
Address: 3030 Rosefield
City, State Zip: Houston, Texas 77024-2803
Phone: 713-462-7294
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 300, 6 grade
Funding Sources: Building budget/PTA donations
Budget Amount: $300
Staff Required: 18 staff members

Program Objective: To ease the transition from the elementary school for students and parents and build positive rapport among students, parents, teachers, and administrators.

Program Description: Parents and students are invited to attend a play that is a part of a two-hour sixth grade orientation program. At orientation, students follow their schedules in a mini-day arrangement while parents meet with the principal and support personnel to learn about the Sixth Grade House, middle school practices, and ask questions. With the shortened schedule, students are able to see how easy it is to find their classrooms and lockers. During the lunch period, students receive refreshments, meet school personnel, and simulate going through the lunchroom lines. Time is also allowed for the students to decorate the hallways. This gives them a sense of ownership and provides color and warmth on opening day. In the auditorium, students and parents are introduced to some of the anxieties usually expressed by those beginning a new middle school experience. Faculty and staff participate in the play reenacting the events in a student's life the night before his/her first day of school. The expected outcome of the orientation is for students, parents, faculty, and staff to share in the energy, pride, and excitement of being in their middle school.

Evaluation Process and Results: This program has more than doubled the number of parents attending orientation.

Training Needed for Teachers, Administrators, and Staff: Minimal training is needed. Roles and tasks are distributed in advance. One 45-60 minute rehearsal is required.

Descriptors: Orientation Programs, Parental Involvement Programs

Program Name: Sixth Grade Parents Night
Contact: Linda Garcia
Campus: Coke Stevenson Middle School
Address: 8403 Tezel
City, State Zip: San Antonio, Texas 78250
Phone: 512-681-0720
District Name: Northside ISD
ESC Region: 20
Date Program Began: 1984
Number Served: 1720, 6-8 grade
Funding Sources: Local campus
Budget Amount: Minimal
Staff Required: Administrator, counselors

Program Objective: To reduce parental stress over a student entering middle school. To inform parents about school services provided to both students and parents. To provide families with strategies to assure academic success. To foster open communication between home and school.

Program Description: Sixth Grade Parents Night is scheduled for one evening after the first progress reports are issued in mid-September. This activity is scheduled for parents only. As the parents enter the building, they are given a mock class schedule that will divide them into three groups that will rotate through the evening's workshops. One session, called the "Missing Link," provides specific staff names and roles, demonstrates how to interpret a computerized report card, how to obtain tutoring services, how to enter before-school study hall, basic expectations for behavior, and the workings of our campus coupon program. A second session, "Meet the Challenge," discusses study and testing strategies, need for a specific study area time, and dates of our after-school study skills seminars. A third session called "So This Is an Adolescent" shares strategies students learn in "Skills for Adolescence," our district's drug prevention program such as decision-making skills, communication skills, problem solving skills, and practice in saying "no." Each session is twenty minutes in length with a five-minute passing period. The evening concludes with all parents joining the presenters for a class meeting. Specific questions from parents about the daily operation of the school are answered. A short skit called "A Drop in the Bucket" illustrates the impact of positive interactions between parents and students before school each morning. This program is in addition to our usual Orientation/Open House held prior to school opening in August.

Evaluation Process and Results: The approximately 250 parents that attend this activity indicate appreciation for the helpful hints and for the specific, detailed information about our daily operations. They also enjoy the "school-like" atmosphere created with the organization of the activity.

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Parental Involvement Programs, Orientation Programs

Program Name: Southwest Enrichment Center
Contact: Laura Yzaguirre
Campus: Southwest Enrichment Center
Address: 11914 Dragon Lane
City, State Zip: San Antonio, Texas 78252
Phone: 512-622-3446
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1989
Number Served: 86, 6-8 grade
Funding Sources: Designated as a separate school with district funds
Budget Amount: Budgeted for usual needs for school of 120
Staff Required: 7 teachers, 1 counselor, 1 secretary, 1 principal

Program Objective: To provide intense intervention for middle school at-risk students who are academically behind their peers. To accelerate student learning in mathematics, reading, and writing while developing thinking skills through an interdisciplinary archeology curriculum.

Program Description: The student-teacher ratio at Southwest Enrichment Center is 20-1. A primary feature of the educational program at the center is an interdisciplinary archeology curriculum developed by the school district in conjunction with the Center for Archaeological Research at The University of Texas at San Antonio. The purpose of the curriculum is to stimulate student interest and demonstrate the application of lessons learned in school. The teachers received inservice training on learning styles of at-risk students from Southwest ISD's at-risk coordinator and special training in archeology from the Center for Archaeological Research. The Center for Archaeological Research also provides the school with materials, curriculum suggestions, student workshops, and field trip opportunities. Other instructional support is provided by public television station KLRN and the Institute of Texan Cultures. The National Park Service hosts student tours of the mission sites in the San Antonio area, emphasizing archaeological surveys in progress. Some students are able to work summer jobs at the missions in the San Antonio area through partnership with the U.S. Department of the Interior and the Texas Parks and Wildlife Department. Other programs and facilities are in place at the enrichment center to ensure student success. A computer lab with content-area software provides each student with daily self-paced computer instruction. Sixth grade students at the center participate in a mentorship program with the Kelly Air Force Base Electronic Security Command. The Kelly Air Force Base mentorship, in that a mentor spends one hour a week with a student, has received commendation from President Bush as part of the 1,000 Points of Light initiative. In another program at the enrichment center, the Valued Youth Partnership, 7th and 8th grade students tutor at-risk students in the neighboring elementary school. The Valued Youth Partnership is supported by San Antonio's Coca-Cola Bottling Company. The Southwest Enrichment Center is a parental choice school, serving students from across the school district.

Evaluation Process and Results: Program evaluated this year based on percent of students earning promotions and degree of improvement on CTBS. In addition, students this year will be teacher-evaluated as to the skills they need to learn. The WICAT system will also evaluate progress.

Training Needed for Teachers, Administrators, and Staff: Trained by UTSA Archeology Center's staff on Archeology. In-school training by at-risk counselor. Teachers trained on WICAT computer system.

Descriptors: School/Business Partnerships, Students and Families at Risk, Mentorships, Alternative Education Middle School Programs, Middle/Jr. School (At-Risk), University-School Partnerships, Valued Youth Partnership (VYP)

Program Name: Spring Showcase
Contact: Sandra Radtke
Campus: Boerne Middle School
Address: 240 W. Johns Road
City, State Zip: Boerne, Texas 78006
Phone: 512-249-2528
District Name: Boerne ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 600, 6-8 grade
Funding Sources: Local budget
Budget Amount: $135
Staff Required: Regular staff

Program Objective: To promote students' positive attitudes toward school. To improve students' self-esteem. To connect schools with the communities.

Program Description: The Spring Showcase is an annual event involving teachers, parents, and community residents. It is similar to the open house concept with a few innovative twists. The Showcase has extended the period of contact time so that parents, community members, teachers and students have greater access to the event. Where open houses are associated with the beginning of the school year, the Showcase highlights student products that have been gathered over the course of the year. The event features a wider and more diverse range of student activities, products, and demonstrations than those traditionally associated with an open house. For example, UIL speech/drama events such as pantomime are featured. The amount of parental involvement far exceeds the type and kind of parental involvement generally associated with an open house. This year the Showcase features a B-B-Q dinner fund-raiser. This event receives greater publicity than the more traditional open house because of the unusual amount of community support and the number and range of student activities. The program is coordinated by the principal who organizes the event so that the additional work falls on administrative, rather than the teaching, staff.

Evaluation Process and Results: The following are indicators of programmatic success: the quality of student projects/displays has improved; the number of community members attending the concerts and other performances has increased dramatically; an increase in both print and photo coverage in the local newspapers has been noticed; faculty participation and support has increased; community support has increased as measured by an increase in the approximate dollar value of in-kind donations from community members; and community support has increased as evidenced by a variety of spin-off fund-raising projects sponsored by patrons.

Training Needed for Teachers, Administrators, and Staff: Because the program has been in place for two years, the principal provides a brief orientation for teachers new to Boerne Middle School. Department coordinators, in turn, orient members of their department.

Descriptors: Community Involvement, Parental Involvement Programs

Program Name: St. Phillip's Adopt-A-Class
Contact: Olga Samples Davis
Campus: Wheatley Middle School
Address: 415 Gabriel St.
City, State Zip: San Antonio, Texas 78210
Phone: 512-531-3538
District Name: San Antonio ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 40, 8 grade
Funding Sources: None
Budget Amount: None
Staff Required: Regular staff, volunteers

Program Objective: To provide an opportunity for students to intermingle with college students enrolled in the Interpersonal Communication class at St. Phillip's College.

Program Description: Students from St. Phillip's College serve as mentors and tutors for Wheatley Middle School 8th grade students. College students come to Wheatley's campus once a week to work with the 8th graders on a one-to-one basis. Wheatley students visit St. Phillip's campus. While there, they make a video, write a script, enjoy meals, exchange letters, and participate in many other activities planned by St. Phillip's students.

Evaluation Process and Results: Excellent rapport with students and teachers.

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Tutorial Programs, University-School Partnerships, Mentoring Programs

Program Name: S.T.A.R.S. - Students That Are Really Special
Contact: Isabel Cortez
Campus: Murchison Middle School
Address: 3700 North Hills Drive
City, State Zip: Austin, Texas 78731
Phone: 512-345-0674
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 6-8 grade, 800 students in one 6-week period
Funding Sources: Adopters (6), PTA, local businesses
Budget Amount: $200/six weeks
Staff Required: Regular staff

Program Objective: To make a positive impact on middle-of-the-road kids. To recognize hard work. To give every child the opportunity to be successful.

Program Description: Students without disciplinary referrals, tardiness, absences, and who make grades of 70 or above qualify to attend a S.T.A.R.S. meeting. S.T.A.R.S. meetings are held during the last 30 minutes of the school day at the end of each 6-week period. Students attending the meeting receive ice cream, soft drinks, or treats when entering. Drawings are held to give away various prizes such as radios, coupons, etc.

Evaluation Process and Results: Students and parents give a lot of positive feedback. When asked what program should be cut and what program should be saved due to economic restrictions, S.T.A.R.S. was rated #1 to be saved by the student advisory council and all homeroom students. The reason given: it was the only program in which everyone had a chance to participate.

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Student Incentives, Student Recognition

Program Name: S.T.E.P.S. - Student and Teachers Experiencing Problem Solving
Contact: Glenda Speer
Campus: Omar Bradley Middle School
Address: 14819 Heimer
City, State Zip: San Antonio, Texas 78232
Phone: 512-496-2666
District Name: North East ISD
ESC Region: 20
Date Program Began: 1984
Number Served: 700, 6-9 grade
Funding Sources: Local district consultant funds
Budget Amount: $1500
Staff Required: 2 - 4 presenters

Program Objective: To give classroom-ready lessons on problem solving and higher order thinking skills. To model for teachers successful uses of cooperative learning for problem solving. To allow teachers the opportunity to observe and evaluate lessons through micro-teaching situations. To provide teachers with access to new and innovative problem solving techniques and the luxury of time to practice before they have to teach.

Program Description: Over the past four years, this inservice program has evolved into two after-school meetings and two all-day meetings with release time. At least two teachers are chosen from each of the eight middle schools in North East ISD. These lead teachers are then exposed to a variety of problem solving lessons designed specifically for the grade level they are teaching. Teachers are taught how to be good problem solvers, how to recognize different problem solving strategies, and how to use a variety of problem solving heuristics. Teachers are shown how to develop problems in which students are willing to become involved, problems which are understandable but for which a suitable course of action is not apparent, and which require a student to put together knowledge in a new way to solve.

Evaluation Process and Results: This program is evaluated in several ways. First, participants evaluate each session on interest, presentation of materials and relevance to the classroom. Second, evaluation is informally conducted by each campus department head who determines if teachers are actually implementing and sharing the methods and materials presented. Finally, the mathematics consultant can determine the effectiveness of the program by observing the focus of the new textbooks that are adopted, the materials and supplies purchased, and the requests for continuing workshops along these lines.

Training Needed for Teachers, Administrators, and Staff: None, other than attendance to S.T.E.P.S. workshops.

Descriptors: Cooperative Learning, Higher Level Thinking Skills, Staff Development/Inservice Training

Program Name: Students Environmentally Aware
Contact: Connie Jane Shoffitt
Campus: Burleson, P G Hughes Junior High School
Address: 316 SW Thomas
City, State Zip: Burleson, Texas 76028
Phone: 817-447-5750
District Name: Burleson ISD
ESC Region: 11
Date Program Began: 1990
Number Served: 1212, 7-9 grade
Funding Sources: Regular budget and proceeds from Southwest Paper Co.
Budget Amount: $200
Staff Required: Teacher, parents, and students

Program Objective: To create ideas for solving ecological problems connected with our school and eventually carry the message into the community. To create an awareness of ecological concerns by encouraging students to learn how they can help to solve them. To become role models for helping to improve the environment.

Program Description: Our program service is recycling under the leadership of students, along with parent and teacher supervision. An Ecology Think Tank, made up of 13 students who were the top contenders in an ecology essay contest, directs the recycling effort. These students, supervised by teachers and parents, brainstormed and researched ecological options, contacted recycling companies and chose Southwest Paper, Inc., to provide recycling containers and pickup services. Students wrote a contract that was presented to the junior high school principal and BISD school board for approval. The Think Tank expanded to Students Environmentally Aware (SEA) through open enrollment from the student body. A massive advertising campaign was launched to educate students, teachers, and staff. This campaign includes daily announcements, posters, in-school TV ads and community newspaper articles. Student officers and team leaders conduct a weekly business meeting during school hours. Parents and teachers are present for supervision. The work sessions are after school with students, officers, teachers and parents taking part. Bin teams collect from each class during homeroom time and place the recyclable materials in the outdoor containers.

Evaluation Process and Results: The success of advertising is shown by involvement of community and parents becoming recyclers. SEA will be conducting a survey in the spring and fall to evaluate their performance.

Training Needed for Teachers, Administrators, and Staff: U.S. Environmental Protection Agency conference at The University of Texas-Arlington in January 1991. Willingness of individuals to do the job.

Descriptors: Service Programs (Community, etc.), Parental Involvement Programs

Program Name: T.A.P. - Teens Assisting Peers
Contact: Richard Bottorff, Linda Sheehan
Campus: E. A. Olle Middle School
Address: 9200 Boone Road
City, State Zip: Houston, Texas 77099
Phone: 713-983-8455
District Name: Alief ISD
ESC Region: 04
Date Program Began: 1987
Number Served: 1400, 6-8 grade
Funding Sources: Federal Drug Free School and Community Act of 1986
Budget Amount: $2250
Staff Required: Lead school counselor, consulting psychologist

Program Objective: To emphasize prevention and early awareness of student problems through a web of trained, caring students within the school population. To use peer pressure in a positive way through role models within the school population. To reach out to those students who may not otherwise seek adult intervention. To recognize that telling students not to do something or telling them to make wise decisions does not work as effectively as instilling self-esteem and providing them with peer support groups. To develop a positive student body attitude by providing a program that allows them direct input and a voice. To provide a legitimate alternative in addressing needs of special populations, including at-risk students. To increase the number of students who may receive counseling services and decrease classroom conflicts, thereby increasing classroom performance of students through intervention by T.A.P. To provide another alternative in working with parents and staff to provide the most productive educational environment for all students.

Program Description: T.A.P. student counselors are well-informed young people trained in basic support skills by a consulting psychologist. Twenty students are selected from those that apply for the program and, after extensive training sessions, are available to the student body throughout the school day. At least two T.A.P. students reach out to those Olle students in need and thereby reduce tensions and improve student relationships and performances. The T.A.P. students have been willing to take a stand for a drug-free environment, to serve as role models, and to accept the responsibility of making themselves available as resources to fellow students. T.A.P. students have their own counseling room, badges, and passes. Students may sign up to see them or may be referred to T.A.P. by staff or parents. The T.A.P. students are under the constant supervision of the Olle staff counselors. Weekly consultation sessions between Olle counselors and T.A.P. students provide refinement of counseling skills begun in the initial two-day training sessions. Every T.A.P. student must keep a daily log of all students counseled and report all serious situations to the lead Olle counselor. A file is kept to clearly account for all contacts made by each T.A.P. student counselor and to insure confidentiality. The T.A.P. program provides the following services:
1) tutors certain at-risk students who volunteered for a special early-morning tutoring program, 2) counsels all new students to Olle for at least three weeks, thereby helping these new students during this adjustment period, 3) participates in the D.A.R.E. program at the elementary schools feeding Olle by performing skits on "Saying No to Drugs" to fifth grade students, 4) regularly counsels selected students who are having special difficulties in adjusting academically or behaviorally.

Evaluation Process and Results: Each month T.A.P. student counselors have a meeting with the consulting psychologist at which the focus includes additional training and evaluation of the program. Periodically the teachers are given a form from the Olle counseling staff that encourages an assessment of the T.A.P. program as well as an evaluation of the individual T.A.P. student counselors. The daily log provides data to help evaluate the extent to which the student body is taking advantage of the program. Currently, during a normal six week period, the T.A.P. program is recording over 400 sessions with students. T.A.P. student counselors receive a grade each six weeks based on a precise list of expected objectives and responsibilities. Self-evaluation and assessment is a part of a special T.A.P. meeting held every three weeks with the lead Olle counselor. Results of the program have been outstanding: the T.A.P.

program averages 400 student counseling sessions per six weeks; on average, 12 students per day sign up to see T.A.P. counselors; approximately 40% of the student body has been counseled by T.A.P.; there has been a tremendous increase in referrals to T.A.P. students by staff and parents from the parent conferences; over 200 student referrals to T.A.P. students have been initiated by the staff; the T.A.P. program has now become one of the alternatives discussed in ARD (special education) meetings for helping work with these special young people.

Training Needed for Teachers, Administrators, and Staff: Inservice for all staff to make them aware of their role in implementation of the T.A.P. program. School guidance personnel need to have proper preparation in establishing peer counseling techniques in a middle school environment. A consulting psychologist is needed to provide specialized training to T.A.P. counselors and consult with the lead school counselor.

Descriptors: Peer Counseling, Service Programs (Community, etc.), Alcohol and Drug Abuse Programs

Program Name: T.R.I.B.E. - Taking Responsibility in Building Esteem
Contact: Cecil Floyd
Campus: McCulloch Middle School
Address: 3520 Normandy
City, State Zip: Dallas, Texas 75205
Phone: 214-521-0786
District Name: Highland Park ISD
ESC Region: 10
Date Program Began: 1988
Number Served: 950, 6-8 grade
Funding Sources: Activity fund/fund raising
Budget Amount: N/A
Staff Required: Regular staff

Program Objective: To encourage all students to become involved in school and serve on committees.

Program Description: T.R.I.B.E. is open to all students; no committee is ever "full" and all students can participate in any T.R.I.B.E. activity. T.R.I.B.E. members must meet certain requirements that are intended to foster citizenship and responsibility in promoting five "spirits": school, friendship, community, family, and T.R.I.B.E. Currently, a counselor is the program coordinator and teachers act as advisors to each committee. Some recent projects have included recycling, community service projects for hospitals and senior citizens, and a pet show for the ASPCA.

Evaluation Process and Results: Faculty sponsors and students have input into committee planning and can make decisions in regard to their own projects.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Motivational Programs, Service Programs (Community, etc.)

Program Name: Teacher Core Academic Program
Contact: Sue McGown
Campus: Bleyl Junior High School
Address: 10800 Mills Road
City, State Zip: Houston, Texas 77269-2003
Phone: 713-897-4340
District Name: Cypress-Fairbanks ISD
ESC Region: 04
Date Program Began: 1987
Number Served: 1254, 6-8 grade
Funding Sources: Fund raising sources and school board instructional budget
Budget Amount: $25,000
Staff Required: All teachers and administrators

Program Objective: The basic program objective includes the following: to teach students to think at the highest levels; to use critical thinking skills in all aspects of students' lives, both academically and socially; to help students develop a sense of worth in themselves and in all human beings.

Program Description: The program is a seventeen-task blueprint for training teachers and restructuring the curriculum for the purpose of teaching thinking skills. At the core of the plan's new teaching model are teachers who are becoming proficient at restructuring lesson plans to infuse thinking skills into the regular content. Thinking skills instruction has become integrated throughout every classroom. The program is based on Dr. Art Costa's twelve intelligent behaviors: perseverance, precise language, decreasing impulsivity, listening with empathy and understanding, flexibility in thinking, metacognition, checking for accuracy, questioning and problem posing, drawing on past knowledge, use of senses, and enjoyment of problem solving.

Evaluation Process and Results: The program is evaluated in a myriad of ways. Standardized test scores are used to compare the student body to others on a local, state, and national basis. Teachers use standardized data in a different manner because of the thinking skills focus. The district goal states that by 1992-93 ninety percent of the students will pass all courses. All Bleyl Junior High students' grades are analyzed in relationship to this district goal. To motivate the implementation of a thinking culture, other data, in addition to grade and standardized tests, are collected and analyzed through the Campus Improvement Plan. Each teaching team analyzes all major exams for the percentage of higher level questions. Teachers are challenged to eliminate recall items while using alternative assessments as major grades. Teams keep lists of major content area concepts taught throughout the year to insure that priority objectives are taught. All teachers turn in restructured lesson plans created to teach thinking skills. These lessons become a part of a schoolwide notebook to serve as models for other thinking skills lessons.

Training Needed for Teachers, Administrators, and Staff: J Curve, Outcome Based Instruction, Reteaching Enrichment, Team/collaboration, Quality of Engagement, Cooperative Learning, Thinking Skills Theory, Nature of Thinking, Quality Schools Concept.

Descriptors: Higher Level Thinking Skills, Campus Improvement Planning

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Team Participation in School Governance
Contact: Barbara Day
Campus: Bedichek Middle School
Address: 6800 Bill Hughes
City, State Zip: Austin, Texas 78745
Phone: 512-444-2676
District Name: Austin ISD
ESC Region: 13
Date Program Began: 1987
Number Served: 1100, 6-8 grade
Funding Sources: No additional funding needed
Budget Amount: N/A
Staff Required: No additional staff

Program Objective: To provide a leadership team of teachers to guide the school's instructional focus. To provide a bottom-up system for feedback to administration regarding commendations, concerns and suggestions. To provide a non-punitive vehicle for students exhibiting serious behavioral difficulties to meet with a group of volunteer teachers and develop an individual contract with consequences (both positive and negative) to improve behavior.

Program Description: Within each interdisciplinary team, all teachers select a specific administrative responsibility. The team begins by electing a team leader. It is this person's responsibility to coordinate activities within the team and provide more effective instruction for the students. The Principal's Advisory Committee (PAC) is composed of one member from each team but may not be the team leader. The purpose of this committee is to provide a continuing dialogue between the teachers and the administration on a wide variety of subjects. Topics vary from campus discipline to the Christmas party. PAC members come to the meetings with items of discussion that have been generated by their team. In addition to a team leader and a representative from the PAC, each team elects a person to serve on the Task Force on Student Discipline. This committee receives referrals from teams for students who are having serious behavior difficulties and are in danger of being removed from the school. When the referral is made, one of the task force members volunteers to take the case. The student's school history is reviewed, and contact with the parent is made. Since this is a non-punitive body, every attempt is made to assist the students in controlling their behavior through the use of contingency contracts. Referrals to outside agencies are also frequent occurrences. In addition, one member of the team serves as a recorder.

Evaluation Process and Results: The evaluation of these committees is on an ongoing and end-of-the-year basis. A needs assessment is conducted at the conclusion of each school year that includes specific questions for the teachers to answer regarding their satisfaction with these groups.

Training Needed for Teachers, Administrators, and Staff: Consensus building activities, school-based improvement (site-based management) pluses and pitfalls.

Descriptors: Teachers, Participatory Decision Making (Site Based Management), Collegial Planning

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: TEAMS GMS - Interdisciplinary Instructional and Support Teams
Contact: Chip Evans
Campus: Grapevine Middle
Address: 730 East Worth Street
City, State Zip: Grapevine, Texas 76051
Phone: 817-488-9592
District Name: Grapevine-Colleyville ISD
ESC Region: 11
Date Program Began: 1988
Number Served: 600, 6-7 grade
Funding Sources: Local school district general operating budget
Budget Amount: Each team is allotted funds as needed
Staff Required: For additional common team planning period, 1 additional teacher per 150 students

Program Objective: To facilitate student success in the middle grades by easing the transition from elementary to middle school. To form smaller communities within the school to address the specific needs of each individual student as rapidly as possible through increased teacher/team autonomy, increased parent involvement and communication, and increased effective coordination of all available professional staff and community resources.

Program Description: Upon registration, every student is assigned to one of two interdisciplinary teams at each grade level. A team consists of one teacher in each academic field. These five teachers share a common group of 125-150 students throughout the course of the day. A common planning period for each team is built into the schedule for planning of interdisciplinary units, parent and student conferences, and other team administrative functions and training sessions. Through the significantly increased communication among the professionals involved and the increased ownership in the success of a common group of students, the students on each team, their parents, and other personnel have experienced significantly increased efficiency and effectiveness in the middle school program offered by Grapevine Middle School.

Evaluation Process and Results: Positive student/teacher interactions have increased, discipline referrals from teachers have decreased from nearly 200 during fall 1989 to just seven during fall 1990. Parents, teachers, and administrators have all commented on the positive impact of this program, apparent by the positive attitudes of the students.

Training Needed for Teachers, Administrators, and Staff: Teachers have been involved in various forms of inservice training, including outside consultants, on the formation and administration of interdisciplinary teams. Teams have met together to share experiences with respect to team activities. Specialized training in group dynamics, adolescent at-risk intervention, and conference skills has also been completed by each team member.

Descriptors: Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

Program Name: Team Teaching with Heterogeneous Groups
Contact: Cecil Floyd
Campus: McCulloch Middle School
Address: 3520 Normandy
City, State Zip: Dallas, Texas 75205
Phone: 214-521-0786
District Name: Highland Park ISD
ESC Region: 10
Date Program Began: 1986
Number Served: 950, 6-8 grade
Funding Sources: Local funds
Budget Amount: N/A
Staff Required: 3 teams of 4 teachers at each level = 36 core teachers

Program Objective: To provide the most appropriate educational experience for young adolescents. To reduce competition and encourage cooperation among peers. To raise academic achievements and self-esteem. To provide students with a smaller community and afford them the opportunity to develop relationships with teachers and peers.

Program Description: The academic teams at McCulloch Middle School are heterogeneously grouped. Each team has a flexible 45-minute enrichment period that the teachers schedule as they wish to meet the needs of their students. During this time, special interdisciplinary units, which cover material outside the regular curriculum, are scheduled; schoolwide assemblies are held; students are allowed extra time in the computer lab; and gifted students and other special populations are served. The students at McCulloch Middle School constitute a single group within each team for classes in language arts, science, social studies, physical education, and electives. Accelerated, transitional, and regular mathematics classes are offered. Before the heterogeneous grouping, there were three tracks of students - resource, regular, and honors - in all of the core curriculum areas. A 13-member special study committee of community residents and school and district staff worked to devise the present grouping strategy within the teams. The committee surveyed the teachers at McCulloch Middle School, heard national speakers, conducted a literature review, and investigated the organizational and instructional arrangements in schools in districts similar to Highland Park ISD.

Evaluation Process and Results: Testing on both TEAMS and ITBS showed increases in the first three years of the program. The failure rate for high school freshmen has been reduced by one-half. Teachers have experienced support and professional growth because of the instructional arrangement. Our teachers would not want to return to the traditional methods.

Training Needed for Teachers, Administrators, and Staff: Training in learning styles, cooperative learning, interdisciplinary planning, characteristics of middle school students.

Descriptors: Heterogeneous Groups, Cooperative Learning, Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: T.O.P.S. - Teens Offering Peer Support
Contact: Lind[illegible]ong
Campus: Meadowbrook Middle School
Address: 2001 Ederville Road
City, State Zip: Fort Worth, Texas 76107
Phone: 817-536-2808
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: 1985
Number Served: 200-299, Elementary and middle school students
Funding Sources: Local funds
Budget Amount: N/A
Staff Required: N/A

Program Objective: To provide education and training in the areas of drug/alcohol abuse, managing peer pressure and developing better communication skills. To provide new students with a personal orientation to the school. To provide support (groups or individually) to students with personal concerns and problems.

Program Description: Students trained in the program staff the Rap Room - a place where students can come to talk with other students about concerns, both academic and personal. Students identify and talk to other students who exhibit signs of trouble. A student refers a troubled student to an adult for extended help. Monthly meetings include education on drugs, peer pressure, self-esteem, etc.

Evaluation Process and Results: Over 100 students voluntarily participate in monthly meetings. Positive feelings toward caring and helping each other. Reduction in discipline problems. Over 75 referrals to drug/alcohol counseling centers.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Alcohol and Drug Abuse Programs, Peer Counseling, Character Education, Orientation Programs, Dropout Information Clearinghouse

Program Name: T.A.M.E. - Texas Alliance for Minorities in Engineering
Contact: Susie Caldwell
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 6-8 grade
Funding Sources: None
Budget Amount: None
Staff Required: 2 sponsors

Program Objective: To provide education, information, and opportunities for minority students to explore careers in the fields of engineering, science, mathematics, and computers.

Program Description: Minority students on campus are identified and invited to an initial club meeting where the purpose of the club and planned activities are explained. Meetings are held approximately every 4 to 6 weeks. Activities include local and state mathematics and science competitions, Engineering Field Day in the Spring, and annual visits of the T.A.M.E. engineering exhibit van. Other possible activities include field trips to local and out-of-town science and engineering related facilities. The program provides mentors for students in addition to site visits to universities.

Evaluation Process and Results: Students complete program evaluation forms that include suggestions for program improvement.

Training Needed for Teachers, Administrators, and Staff: Half-day inservice in the fall provided by Texas Alliance for Minorities in Engineering.

Descriptors: University-School Partnerships, Community Involvement, Mentorships

Program Name: Family Concept in Developing a Community Atmosphere
Contact: Joe M. Bartlett
Campus: Hill Country Middle School
Address: 1300 Walsh Tarlton Lane
City, State Zip: Austin, Texas 78746
Phone: 512-327-3771
District Name: Eanes ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 656, 6-8 grade
Funding Sources: Local sources
Budget Amount: Department budget - no additional funds
Staff Required: Staff

Program Objective: To provide for joint planning opportunities for teachers by both grade level and subject matter. To foster a love of learning by the students. To appropriately place students within a class and specific subject area. To modify instruction within the classroom. To ensure student success. To allow students to see relationships between and among subject areas. To maintain a low student/teacher ratio, ensuring flexibility in scheduling.

Program Description: Teacher interaction in instruction starts with two common daily planning periods per teacher. Yearly, all teachers re-evaluate course content, scope and sequence, and outcomes. Prior to student placement each year, the mathematics and language arts instructional levels for each student are determined through testing, teacher recommendation, and current work habits. In language arts placement, a writing sample is also taken.

Evaluation Process and Results: The result of the small community is an extremely high success rate: 99% of all students passing all classes, high test scores, and several academic awards.

Training Needed for Teachers, Administrators, and Staff: An understanding of a community approach is needed to help teachers understand the advantages of joint planning time. Interdisciplinary training is needed in order for the teachers to weave the curriculum through all disciplines, including the arts. An understanding of the characteristics of transient and alternative learning styles. All of this training can be accomplished through local staff development via teachers attending middle school conferences and visiting and talking with teachers in schools where the community and interdisciplinary approach is being successfully implemented.

Descriptors: Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

Program Name: Frog Pond: An Invitation to Learning
Contact: Patricia Clayworth
Campus: Mark Twain Middle School
Address: 2411 San Pedro
City, State Zip: San Antonio, Texas 78212
Phone: 512-732-4641
District Name: San Antonio ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 50-99, 6-8 grade
Funding Sources: State compensatory funds; ECIA/Chapter funds; local funds; George W. Brackenridge and Hewlett Foundation grants; IRS
Budget Amount: N/A
Staff Required: Existing staff

Program Objective: To improve attendance and academic performance; to reduce discipline referrals; to accommodate alternative learning styles; to improve student attitudes toward school; to improve self-esteem through earned success.

Program Description: The Frog Pond is an interdisciplinary team teaching approach that incorporates thematic units, concept-oriented lessons, and flexible scheduling within a five-period block of time. The program includes experiential hands-on learning, guest speakers and demonstrations, community-based learning experiences, cooperative group learning, peer tutoring, home-base advisor/advisee programs, adult mentor program through IRS, common planning time for teachers involved and strong administrative support from the principal.

Evaluation Process and Results: At the end of the first year, seven students qualified for the National Junior Honor Society, seven received awards at the school's end-of-year awards ceremony, one was editor of the school newspaper and one was concertmaster of the orchestra. A number of students were eligible for extra-curricular activities for the first time in their middle school years because of passing grades. Ninety-three percent indicated in an end-of-year survey that they plan to graduate from high school, and many plan to continue their education beyond high school.

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: Middle/Jr. School (At-Risk), Mentorships, Team Teaching, Team Planning, Flexible Scheduling, Business/Community Support Programs, School-Within-A-School, Dropout Information Clearinghouse

Program Name: Mother-Daughter Program
Contact: Pilar Herrera
Campus: The University of Texas at El Paso
Address: The College of Education
City, State Zip: El Paso, Texas 79968
Phone: 915-747-5654
District Name: Ysleta, El Paso, Soccoro ISD
ESC Region: 19
Date Program Began: 1986
Number Served: 150, grade 6 students and their mothers
Funding Sources: Gannett Foundation, Kellogg Foundation, Meadows Foundation
Budget Amount: Completely volunteer program. Only program coordinator is a paid position
Staff Required: 1 or more sponsoring teachers from each school, volunteers to serve as mentors

Program Objective: To increase representation of Hispanic women in higher education. FOR DAUGHTERS: To increase awareness and knowledge of careers that require higher education. To develop academic skills that will increase their success in school. To introduce them to successful role models that will serve as inspiration, guides and resources. To increase their self-esteem, awareness of identity, and pride in ethnic heritage. To develop habits of self-motivation and planning. FOR MOTHERS: To increase awareness and knowledge of careers for their daughters that require higher education. To develop parenting skills that will help them support their daughters' educational efforts. To introduce them to successful Hispanic women who will support their efforts and serve as resources. To develop their self-esteem, assertiveness, and confidence in their ability to be effective guides to their daughters. To increase their knowledge of resources that can help them develop.

Program Description: The girls and their mothers get together once a month on a Saturday at the university, the YWCA, the school districts, or other sites throughout the community. They participate in activities designed to acquaint them with the university, help them learn about careers, introduce them to professional women, and promote their personal and academic development. Advisory and planning committees and coordinating teachers at each school all work together to make the program a success. In addition, the participants benefit significantly from their association with Big Sisters, who are University students who volunteer to help. The Big Sisters are guides, mentors, role models and friends to the girls in the program. The YWCA plans workshops for the mothers on issues important to their roles as women and mothers. Some of the mothers have been trained as sponsors and advisors for the clubs. Plans are to recruit other mothers for this training.

Evaluation Process and Results: Strong praise from mothers and girls. However, the first group of sixth grade girls have not yet graduated from high school, so the full impact of the program has not yet been determined.

Training Needed for Teachers, Administrators, and Staff: The program coordinator should be familiar with publication of newsletters, systematic structuring of programs, and writing curriculum.

Descriptors: Health, Study Skills, Academic Support Programs, University-School Partnerships, Decision-Making Skills, Mentorships, Self-Esteem Programs, Service Programs (Community, etc.), Parental Involvement Programs, Citizenship

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name: Rainbow Interdisciplinary Team
Contact: Audrey Villarreal
Campus: Omar Bradley Middle School
Address: 14819 Heimer
City, State Zip: San Antonio, Texas 78232
Phone: 512-496-2666
District Name: North East ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 120, 6 grade
Funding Sources: None
Budget Amount: None
Staff Required: 5 teachers, 1 student aide

Program Objective: To provide smooth transition from elementary to middle school. To insure success for all students, wherever their talents lie. To transfer knowledge and content through varied cross-curricular opportunities. To provide consistent behavioral expectations, discipline, and reinforcement. To provide support and morale for team teachers. To give a sense of belonging to all students, especially those new to school after the beginning of the school year. To reduce paperwork for teachers and parents.

Program Description: The program consists of five content-area teachers who instruct a common group of approximately 120 sixth grade students and also share a common planning period. Services include consistency among grading and discipline procedures, easier access to all teachers for parent conferences, freedom to schedule blocks of time for meeting curriculum needs, ability to adjust classes to free each teacher one day each six weeks for planning, and freedom to adjust student schedules within the team as conflicts or needs arise. In addition, each six weeks the Rainbow Team plans a special cross-curricular day with all five teachers instructing and/or monitoring the entire team.

Evaluation Process and Results: Evaluation is an ongoing process for the team. After each activity students are allowed to offer their opinions about the activity and to critique it. Their criticisms and suggestions have helped change some of the future activities. Student journals, kept in English class, reveal many helpful ideas for team improvement. Throughout the year all teachers constantly re-examine policies/practices within groups; student schedules of those having behavioral, social or academic problems; course content for possible integration, reinforcement, and avoidance of repetition; grading and discipline policies (if necessary). Finally, a formal three-page evaluation goes to all parents at the end of the year. This provides constructive feedback for the following year.

Training Needed for Teachers, Administrators, and Staff: On-site visitation of other interdisciplinary teams; inservice on campus from team coordinators; presentations at the Texas Middle School Association annual conference.

Descriptors: Team Planning, Team Teaching, Flexible Scheduling, School-Within-a-School

Program Name: Through These Doors Pass Hill Country's Finest
Contact: Joe M. Bartlett
Campus: Hill Country Middle School
Address: 1300 Walsh Tarlton Lane
City, State Zip: Austin, Texas 78746
Phone: 512-327-3771
District Name: Eanes ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 656, 6-8 grade
Funding Sources: Local sources and activity fund
Budget Amount: Department budget - no additional funds needed
Staff Required: Regular staff

Program Objective: To recognize the efforts of all students. To make all students feel as though they are important members of the school family. To model ways of providing positive reinforcement to students.

Program Description: Over the doors of the main hall hangs a sign, "Through these doors pass Hill Country's finest." Students are the essential element in the school, and effective teachers make the difference. Teachers send "We Appreciate You" cards to the administrators for students who have done something special. The students are called in by the administrator and congratulated on their efforts. "Hooray" cards are sent home via the U.S. mail to students and/or parents who have provided a valuable service to the school. Each six weeks, every teacher selects five students for Outstanding Effort Awards. Once a student has received the award from a particular teacher, that student cannot receive the award from that teacher for the remainder of the year. Depending on the teacher/pupil ratio, this allows nearly every student to be recognized. The Honor Roll has been changed to reflect the efforts of students with all A's and all A's and B's who receive honor.

Evaluation Process and Results: Students are recognized at Hill Country and feel great about their school. During a recent site visit by the U.S. Department of Education, the visitors asked the students what they would change at Hill Country. According to the visitors far more than the majority of the students responded "nothing."

Training Needed for Teachers, Administrators, and Staff: Teachers need to be trained in the importance of making all students feel good about themselves. Much time is spent at faculty meetings in helping teachers realize the importance of making all students feel good about their efforts. Likewise, the efforts are modeled by the administrators as they award "Going Beyond the Call of Duty" awards, free off-periods, and submarine sandwich lunches to the teachers.

Descriptors: Self-Esteem Programs, Student Recognition

Program Name: T.O.P.S. - Totally Organized Panther Students
Contact: Lary Reap
Campus: Spring Oaks Junior High School
Address: 2150 Shadowdale
City, State Zip: Houston, Texas 77024
Phone: 713-464-2766
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: N/A
Number Served: 840, 6-8 grade
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Regular staff

Program Objective: To increase teacher effectiveness with students. To increase student academic success. To increase student decision-making and problem-solving skills. To increase student self-esteem. To increase personal responsibility. To provide developmental counseling schoolwide. To increase reading skills.

Program Description: The program consists of a daily thirty-minute class after third period. Mondays and Fridays are used as free reading time; Tuesdays and Thursdays are study periods. On Wednesdays, developmental counseling occurs through the use of different teacher-developed scripts for grades 6-8. A variety of stories, plays, activities, guest speakers, and videotapes has been employed to create these scripts for the T.O.P.S. program. These scripts primarily focus on the socioemotional needs of the child. Topics include such concerns as peer pressure, self-esteem, interpersonal skills, and decision making. The program also consists of strategies and materials for training teachers to implement the study skills component of the program. The skills are introduced in T.O.P.S. and reinforced in all areas of the school curriculum.

Evaluation Process and Results: Evaluation of the scripts is made each semester through a questionnaire. Scripts are then adjusted, retained, or abandoned. Monitoring of the program occurs every six weeks through report cards. Other data collected includes walk-ins done by administrators, discipline records, and parental and student feedback through meetings and questionnaires.

Training Needed for Teachers, Administrators, and Staff: Inservicing on the components of the middle school concept; developmental counseling, its meaning, and how to lead a discussion; creating and evaluating scripts for the program; and for administrators, how to monitor the classroom implementation of the program and ensure continuity.

Descriptors: Advisor/Advisee

Program Name: Twain Trinity Co-op
Contact: Linda Roan-Yager
Campus: Mark Twain Middle School
Address: 2411 San Pedro
City, State Zip: San Antonio, Texas 78210-1039
Phone: 512-732-4641
District Name: San Antonio ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 50-99, 6-8 grade
Funding Sources: Hewlett Foundation Grant through the Alliance for Better Schools - Trinity University.
Budget Amount: N/A
Staff Required: N/A

Program Objective: To provide a multi-purpose dropout prevention program.

Program Description: The different components of the program include the following: 1) Big Brother/Big Sister program with Trinity University, 2) mentor program with the Hispanic Chamber of Commerce, 3) group and individual counseling, and 4) academic intervention (tutoring). The program addresses the value of an education, self-respect, and responsible student behavior. Accomplishments of these goals will be specifically reflected by improved attendance, improved achievement data, and decreased discipline referrals.

Evaluation Process and Results: The program is evaluated using Coopersmith, case studies, attendance data, grade improvement, office referrals followed, tardies tracked, etc. Several students have gone from failing, barely-functioning individuals to achieving students with good grades. We have a cross-country winner, choir soloist, five football players and two PALS. Attendance was a problem, but incentives have remedied this. Parental participation was a big problem; offering dinner and baby-sitters has helped.

Training Needed for Teachers, Administrators, and Staff: Persons need to be trained in counseling and need to have business skills for finding money, mentors, etc.

Descriptors: Middle/Jr. School (At-Risk), Counseling, Mentorships, University-School Partnerships, Tutorial Programs, School/Business Partnerships, Dropout Information Clearinghouse

Program Name: V. W. Miller Incentive Programs
Contact: James R. Smith
Campus: V. W. Miller Intermediate School
Address: 1002 Fairmont Parkway
City, State Zip: Pasadena, Texas 77504
Phone: 713-944-0770
District Name: Pasadena ISD
ESC Region: 04
Date Program Began: 1986
Number Served: 1050, 6-8 grade
Funding Sources: Activity fund
Budget Amount: $2,500
Staff Required: Regular staff

Program Objective: To increase student participation, individual achievement, school spirit and students' self-esteem. To create an atmosphere in which every student has a chance to succeed.

Program Description: The Bring Up Grades - B.U.G. - Club is targeted at raising academic achievement. Any student who remains on the honor roll for two six-week periods in a row, or any student who brings up two letter grades in any of the five major subjects, while maintaining passing grades in all classes, will receive a cookie and punch party and become eligible for a season pass to Astroworld. These students' names are displayed in the hallway. Citizen of the Month has each teacher select a student from their classes who has been helpful, considerate and a leader. The students' pictures are displayed in a prominent area of the school. The Falcon Favors program is designed to promote good behavior and reward good citizenship. Students may earn coupons from any teacher, staff member, counselor, assistant principal or principal. Coupons may be accumulated throughout the year and redeemed for various items. Happy Grams are used by each classroom teacher once per six weeks. The Happy Gram is displayed next to the hallway classroom door announcing most improved, best citizen, and the highest average. Students receive a birthday card on their birthdays and have their names displayed on the electronic message board and on monthly birthday lists that are posted in the hallway. Achievement Award certificates are given to students who have consistently achieved to the best of their abilities or shown marked improvement. The principal gives every teacher a birthday card. Each six weeks a drawing is held for teachers with perfect attendance. The winning teacher gets to pick an additional conference period on a particular day. The principal and assistant principal take turns teaching the winning teacher's class. Honors English classes recognize teachers and staff with poems, flowers, and goodies.

Evaluation Process and Results: Our program has increased attendance, test scores and school pride. It has decreased student apathy and failure rate. The use of positive incentives has also had a very positive effect on teacher morale.

Training Needed for Teachers, Administrators, and Staff: None.

Descriptors: Self-Esteem Programs, Student Incentives, Motivational Programs, Teacher Incentives

Program Name: Valued Youth Partnership
Contact: Maria Ferrier
Campus: District Program
Address: 11914 Edwards Road
City, State Zip: San Antonio, Texas 78252-2647
Phone: 512-622-3488
District Name: Southwest ISD
ESC Region: 20
Date Program Began: 1989
Number Served: 75, 7-8 grade
Funding Sources: Grant from Coca Cola
Budget Amount: $20,000
Staff Required: Regular teachers

Program Objective: To increase student self-esteem, enhance student academic skill levels, decrease student truancy and disciplinary referrals, and form school-home-community partnerships to provide additional support to the student.

Program Description: Partners For Valued Youth is a cross-age tutoring model for students at risk of dropping out of school. The partnership components are cross-age tutoring in which students at risk of dropping out of school are employed as tutors for elementary students; classes for student tutors in which tutors are provided with guidance and background instruction related to their tutoring; field trips in which tutors and their tutees are exposed to economic and cultural opportunities in the community; student recognition in which award events provide tutors special recognition for fulfilling their responsibilities as tutors; role modeling in which successful adults speak to students regarding their careers; parental involvement in which parents are informed about the program, encouraged to support their child's involvement, and given guidance for supporting their child's efforts toward completing high school. The students are paid for four hours of tutoring each week.

Evaluation Process and Results: Evaluation is conducted using the students' grades, attendance, disciplinary referrals, and high school completion rate.

Training Needed for Teachers, Administrators, and Staff: Provided by IDRA - Intercultural Development Research Association.

Descriptors: Cross-Age Tutoring, Community Involvement, School/Business Partnerships, Mentorships, Parental Involvement Programs, Middle/Jr. School (At-Risk), Student Recognition

Program Name: Visions - An Inductee/Mentorship Program
Contact: Tommye Boyd
Campus: Spring Woods Junior High School
Address: 9810 Neuens
City, State Zip: Houston, Texas 77080
Phone: 713-468-5434
District Name: Spring Branch ISD
ESC Region: 04
Date Program Began: 1988
Number Served: 1070, 6-8 grade
Funding Sources: Activity fund
Budget Amount: N/A
Staff Required: Regular staff

Program Objective: To facilitate the entry of teachers into education. To bring teachers quickly into the school culture. To introduce new teachers to faculty/staff. To encourage peer relationships/support. To mentor new teachers with experienced teachers. To provide ongoing staff development. To provide ongoing professional/psychological support as teachers move through the stages of concern. To provide enough support that new teachers see the positive and fun side of teaching. To address state mandates concerning new teachers.

Program Description: Visions is a mentorship program established for teachers with 0-2 years experience or teachers new to the building. Visions takes an active role in welcoming and helping teachers adjust at the beginning of the year. Meetings are held twice a month before school. They are relaxed, involve an informal social element, and are optional. Brainstorming/sharing among peers is encouraged. Staff development is based on ongoing needs assessments. Presenters include guest speakers, administration, and past Vision members. Established faculty/staff are encouraged to visit and participate in Visions if the topic is one of interest to them.

Evaluation Process and Results: Visions participants submit a program evaluation at the end of the year. The evaluation includes topics/suggestions for improvements for the next year. The results have been encouraging in that feedback is positive and past Visions members and established faculty have consistently requested to be a part of the steering committee for the oncoming year.

Training Needed for Teachers, Administrators, and Staff: Inservice staff development.

Descriptors: Mentoring Programs, Collegial Planning

Program Name: Vital Link: A Promise for the Future
Contact: Jo Shaw Kiley
Campus: District program
Address: 3210 W. Lancaster
City, State Zip: Fort Worth, Texas 76107-3010
Phone: 817-878-3735
District Name: Fort Worth ISD
ESC Region: 11
Date Program Began: N/A
Number Served: Open to district seventh grade students who choose to participate in the program
Funding Sources: N/A
Budget Amount: N/A
Staff Required: Teachers choosing to participate in summer internship opportunities

Program Objective: Vital Link is a program designed by the American Business Conference to demonstrate the correlation between school and the world of work. To motivate individual students to understand the relationship between school achievement and workplace success. To help teachers gain a fresh look at education and connections between education and business.

Program Description: Seventh grade students apply for half-day summer internships in area businesses lasting five days or three weeks. Students work on assigned tasks under the direction of employees of participating businesses. The students are not merely observers, but are involved participants getting an overall feel for a task assigned to an employee. Teachers from the school district are on-site to supervise students. Free transportation is provided. Teachers apply for half-day summer internships in area businesses lasting one week. Teachers work under the direction of an employee, either staying with one employee or working at a number of different stations.

Evaluation Process and Results: N/A

Training Needed for Teachers, Administrators, and Staff: N/A

Descriptors: School/Business Partnerships

Program Name: Walk on the Wild(cat) Side
Contact: Linda Garcia
Campus: Coke Stevenson Middle School
Address: 8403 Tezel
City, State Zip: San Antonio, Texas 78250
Phone: 512-681-0720
District Name: Northside ISD
ESC Region: 20
Date Program Began: 1988
Number Served: 1720, 6-8 grade
Funding Sources: Local campus
Budget Amount: $525 (postage to mail invitations to each family; nametags)
Staff Required: Committee of teachers to coordinate parent registration

Program Objective: To provide parents with a first-hand experience of middle school life in today's world. To maximize parental understanding of the demands placed on today's middle school child. To better inform the community of the daily operations of the campus. To promote an increased level of parent/school dialogue.

Program Description: Each family is invited to attend school for whatever time possible on any of three designated days during Texas Public Schools Week. The parents assume the role of their child during that time frame and participate in all student activities, including PE, lunch, tests, etc. Registration is strongly encouraged so that teachers may provide additional seating, teaching materials, etc.

Evaluation Process and Results: Feedback is formally gathered both from parents and teachers through surveys. During the 1990-91 school year, 319 parents participated in the program. Parents definitely enjoyed the opportunity to participate in their child's school day and would participate again. Parents especially expressed appreciation for the active student involvement in classroom activities as designed by the teachers. They accurately identified our number one campus problem as our unusual size. Teachers also enjoy the activity but are concerned with some students' tendency to "test" classroom expectations while guests are in the room.

Training Needed for Teachers, Administrators, and Staff: None

Descriptors: Orientation Programs, Parental Involvement Programs

Program Name: Wampuskat Reading Program
Contact: M. Coleman, M. Kyle, L. Viator
Campus: Angleton Middle School
Address: 1800 North Downing Rd.
City, State Zip: Angleton, Texas 77515
Phone: 409-849-4318
District Name: Angleton ISD
ESC Region: 04
Date Program Began: 1985
Number Served: 1330, 6-8 grade
Funding Sources: Annual budget
Budget Amount: $600-$700
Staff Required: 2 librarians and/or parent volunteers

Program Objective: To help foster a greater interest in reading. To help students establish reading as a life-long habit.

Program Description: The program encourages students to read a variety of books by offering them rewards and incentives for their efforts. Schoolwide and districtwide recognition is given to students in the program. All students are eligible and must read two or more books during each six weeks of the current school year. This requirement counts toward the students' reading grade for each six weeks. To qualify as a member of the Wampuskat Reading Club, a student must read at least a total of twelve books and pass a ten-item multiple choice test with a score of 70 or better in order to receive credit. The program is staffed by parent volunteers. This program helps students improve their concentration level and the many skills needed in comprehending a story's plot and characters.

Evaluation Process and Results: Library circulation has increased greatly since the program first began. For example, during the 1989-90 school year, 15,290 books were circulated in comparison with the year before, 1988-89, when 13,370 books were circulated.

Training Needed for Teachers, Administrators, and Staff: Initial training and information given to teachers and parents to familiarize them with requirements and procedures of program.

Descriptors: Reading Skills, Parents as Volunteers, Student Recognition

Program Name: Wellness: Canyon Vista Style
Contact: Leigh Karnes
Campus: Canyon Vista Middle School
Address: 8455 Spicewood Springs Road
City, State Zip: Austin, Texas 78759
Phone: 512-331-1666
District Name: Round Rock ISD
ESC Region: 13
Date Program Began: 1988
Number Served: 691, 6-8 grade
Funding Sources: Regular budget
Budget Amount: No additional funds necessary
Staff Required: Regular staff

Program Objective: The overall objective of the Wellness Program at Canyon Vista is to promote and provide opportunities for healthy life-style choices.

Program Description: A walking program for students and faculty gives students the opportunity to walk during their advisory period. The walker keeps a log of miles walked or jogged at home or at school. When students and faculty members accumulate 100 miles they join the 100 Mile Club and are awarded a T-shirt with the 100 Mile Club logo. Two additional clubs, the 250 Mile and the 500 Mile Club, have been introduced. The Advisory Advantage, a monthly forum for students to hear guest speakers on a variety of health/safety issues, is planned by the school nurse. Attendance is optional but passes obtained from the student's advisory teacher are required due to limited space. Family Fitness Fair is an evening of healthy family activities and health information for the school and community. Activities available for families include swimming, volleyball, basketball, ping-pong, frisbee golf, horseshoes, and a fun run. Thirty health care professionals and agencies are available to provide information and screening for detection of various health problems. Fresh fruit, fruit juice and popcorn are available for all who attend the fair. This year the fair included pre-paid assessments and services for RRISD employees.

Evaluation Process and Results: The 100 Mile Club has had 109 student and 35 faculty members. Of these, 40 qualified for the 250 Mile Club. To date, one faculty member and one student are 500 Mile club members. The advisory program has steadily gained in popularity so that each month the lecture hall is filled to capacity. Last year 500 students and community members attended Canyon Vista Family Fitness Fair.

Training Needed for Teachers, Administrators, and Staff: No specific training needed other than enthusiasm.

Descriptors: Health, Community Involvement, Parental Involvement Programs

Program Name: Writing Across the Curriculum
Contact: Connie Young
Campus: Teague Middle School
Address: 21700 Rayford Rd.
City, State Zip: Humble, Texas 77338
Phone: 713-443-0730
District Name: Aldine ISD
ESC Region: 04
Date Program Began: 1986
Number Served: 985, 6-8 grade
Funding Sources: None required
Budget Amount: None
Staff Required: All staff

Program Objective: To improve students' writing skills by emphasizing writing across the curriculum. To improve students' understanding of content area through the writing process. To enable teachers to analyze student understanding of subject matter. To improve higher level thinking skills through the writing process (application, analysis, synthesis, evaluation).

Program Description: Writing Across the Curriculum involves every teacher. English teachers are responsible for teaching composition formats to students while other content area teachers reinforce the writing skills within their subject area. All teachers were trained by the English Department chair on writing formats, organization, elaboration, and evaluation techniques. Writing topics relevant to each subject area were discussed with the departments. For example, in mathematics class, students write a composition describing different geometric shapes, while science students compare and contrast plant and animal cells. A schoolwide writing schedule was developed. The English Department teaches the specific composition format to students 2-4 weeks prior to the Writing Across the Curriculum composition.

Evaluation Process and Results: TEAMS and TAAS scores. TEAMS: 1987 - 89%, 1988 - 95%, 1989 - 96%, 1990 - 98%. TAAS: 1990 - 99% (Composition). Teachers continue to comment that the process of writing has improved students' understanding of their content area as well as their writing skills.

Training Needed for Teachers, Administrators, and Staff: All subject area teachers are trained by English teachers and/or English consultants on writing formats, evaluation process, and appropriate writing topics.

Descriptors: Writing Across the Curriculum, Team Planning

Program Name:	Your Advisor Kares-(Y.A.K. Logo)
Contact:	Lea Cockerell
Campus:	McLean Middle
Address:	3816 Stadium Drive
City, State Zip:	Fort Worth, Texas 76109
Phone:	817-336-8311
District Name:	Fort Worth ISD
ESC Region:	11
Date Program Began:	1988
Number Served:	900, 6-8 grade
Funding Sources:	School general fund (coke machines) and PTA
Budget Amount:	$1800, approximately $2/student
Staff Required:	Regular staff

Program Objective: To provide students a designated advisor/advisee time period free from interruptions. To promote student participation in activities designed to foster a feeling of belonging and student self-esteem. To encourage students to participate in learning activities which enable them to recognize and strengthen their unique intellectual capabilities. To provide activities designed to develop positive student attitudes towards academic subjects. To encourage student participation in human relations activities designed to strengthen communication and problem-solving skills. To provide students activities that build understanding of self in relation to career options. To encourage student participation in activities concerning world issues and analysis of various options.

Program Description: A Performance Improvement Council was formed consisting of team leaders, representatives from phsical education and exploratory departments, counselors, and parents to plan for the implementation of the McLean Middle School Advisory program. Research findings on successful A/A programs are shared with the remainder of the staff at regular bimonthly faculty meetings. A/A is a weekly item agenda at team meetings that include "adoptees" from the other departments. A plan including the rationale, philosophy, objectives, five-day calendar, script activities, campus day activities, role of the counselor, and logistics are placed in notebooks, and all advisors work on the scripts in groups by grade level. To avoid boredom, art materials are supplied to students to provide "show and explain" activities rather than just "explain."

Evaluation Process and Results: Students reportedly consider Advisor/Advisee period as their favorite time of the day.

Training Needed for Teachers, Administrators, and Staff: Lead counselor trained all administrators and teachers in the scripts. No training needed for club days.

Descriptors: Advisor/Advisee, Decision-Making Skills

SOURCE BOOK OF NOTABLE TEXAS MIDDLE SCHOOL PROGRAMS

Program Name:	Youth Challenges
Contact:	Dr. Henrietta Gromms
Campus:	District program
Address:	P.O. Box 2035
City, State Zip:	Tyler, Texas 75710
Phone:	214-531-3565
District Name:	Tyler ISD
ESC Region:	07
Date Program Began:	1989
Number Served:	All middle grade students in the district
Funding Sources:	Local budget, Junior League of Tyler
Budget Amount:	$10,000
Staff Required:	N/A

Program Objective: To make youth aware of the problems and responsibilities associated with teen sexuality.

Program Description: The Youth Challenges curriculum is a joint project between Tyler ISD and the Junior League of Tyler. The curriculum is designed in an effort to combat the rise in teen pregnancy, sexually transmitted diseases and AIDS. The curriculum gives students reasons and tools to say "no" to teen sexual involvement through goal-setting and the development of decision-making skills. The essential elements for 6th and 7th grade science and health are identified in the curriculum document. The 7th grade curriculum builds on the concepts taught in the sixth grade. Sixth grade curriculum covers 1) self esteem, 2) goal setting, 3) human growth and development,4) nutrition, 5) decision making (peer pressure, media influence, responsibilities of parenting, family life), and 6) communicable diseases. Seventh grade curriculum covers 1) reproduction and growth, 2) viruses, bacteria, and protists, 3) diseases, 4) goal setting/self-esteem,5) clear choices/drug education,6) friendship and dating, 7) prenatal development/genetics, and 8) parenting/family life.

Evaluation Process and Results: The program is evaluated by students, teachers, and parents.

Training Needed for Teachers, Administrators, and Staff: One day of inservice training was provided for all teachers before the program was implemented. After the first implementation, teachers requested more inservice for the next year.

Descriptors: Health, Sex Education, AIDS Education, Dropout Information Clearinghouse

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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